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POLARIS: Guiding Students on their Journey to Global Citizenship

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Dedication

This thesis is dedicated to my former middle school students (now almost high school graduates) from Manassas Park, Virginia. Thank you for influencing my life more than you could ever know. Thank you for sharing your dreams and aspirations with me. I was honored to be your teacher and, even though you are now older, you will always be my guiding lights!

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Abstract

This thesis examines the need for a shift in the mindset behind education abroad programming. As the term global citizenship begins to appear in more university mission statements and institutional goals, education abroad programming should shift from a human capital mindset to one that promotes the values of becoming a global citizen. My intervention aims to foster global citizenship within students and give back to the global communities that partner with education abroad programming by incorporating a critical pedagogy of place. Students will learn what it means to be a global citizen and how to embrace these values by centering the needs of their local and global communities. This intervention aims to build the foundation of the global citizenship mindset within the pre-departure phase, offers an experience that will foster this mindset abroad, and continues to guide students on their global citizenship journey upon their re-entry to the home institution. The intervention aims to offer a leadership opportunity to students who want to continue their global citizenship journey and guide other students on this journey, as well. Shifting the mindset from human capital to global citizen will shift the role education abroad has in the future of higher education and the effect it has on the worldwide community.

Keywords: education abroad; global citizenship; study abroad; global community

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Chapter One: Introduction

Globalization is “the practice of growing social interaction and connectivity among people around the world, creating economic, social, cultural, political, environmental, scientific, and technological interdependence” (Mitchell & Nielsen, 2012, p. 5). This definition is only one of many explanations of the term. While this definition only briefly covers what globalization means in the world of higher education, many professionals in the field have varying definitions. A key component of globalization in the world of higher education is that it supports the internationalization efforts at all types of institutions. While globalization does pertain to institutions becoming more international and working with other nations, there are many more complexities behind the process of globalizing and operating on an international scale.

Ruby (2015) defines globalization in the context of higher education as “the ease or freedom of movement between economies of three forms of capital, financial capital, intellectual capital, and human capital” (p. 334). Institutions want to participate in globalization to keep up with the ever-changing pace of the world, but are they conscious of the way they globalize? In only considering the capital involved in such efforts, higher education begins to succumb to the selfish nature of colonizers of the past, instead of fostering global citizenship within their students. For example, home institutions within the United States send their study abroad students abroad with goals that only benefit themselves and their students, and commonly have little consideration for the places and communities abroad, which is similar to the efforts of the first colonizers in the United States who had no regard for the Indigenous peoples already living on the land. Globalization efforts within higher education should transform into methods of fostering global citizenship and move away from the programs that foster more individualistic values.

While important to acknowledge the benefits of globalization in our modern world, programs must globalize in a way that does not further perpetuate the damage that has been done in the past. When looking back in history, the colonization of the world stems from the European countries like England, Spain, Portugal, and France competing against one another (Taïeb & Doerr, 2017). These countries were led by a drive to conquer as much land as possible because, at the time, land meant power. In the process of taking over these lands, they did not care about the Indigenous people who already inhabited those lands and the communities that already existed in these places. Once there was no more land to be conquered, power began to be controlled by those with the most knowledge. This influenced the drive to promote expanding knowledge across borders and collaborating with other countries within the university.

The United Nations (n.d.-b) defines global citizenship as "the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies". In most societies, citizens form communities and connections based on shared identities, that often include economic, political, religious, and social beliefs. A global citizen feels a sense of belonging to a world-wide community (United Nations, n.d.-b). The global citizen perspective is "focused precisely on developing a society actively committed to achieving a more equitable and sustainable world, promoting respect for dignity, diversity and human rights and, respecting the environment and fostering responsible consumption" (United Nations, n.d.-c). The globalization of the world and my own experience participating in education abroad has shaped the need I see for fostering global citizens in a way that does not take advantage of other nations and instead gives back to these communities.

Positionality

Addressing issues within education abroad programming in higher education is personally significant for me given my own undergraduate experience. I acknowledge that being able to afford this experience was a privilege in my life and I am fortunate that I was able to live in Spain for a two-month summer program. I grew up in a small, rural town about an hour away from Philadelphia with a nuclear family. As a family, we would always go on road trips in my father's truck around the East Coast of the United States for vacation. Before my experience abroad, I had only ever left the United States once for a vacation at Niagara Falls in Canada and had not flown in an airplane until I was eighteen. Growing up, my parents always encouraged education and I felt supported to continue my education after high school, so I began visiting different colleges and universities after my junior year. I initially decided to pursue a degree in elementary education and had not planned to go abroad. In high school, I was always excited about learning the Spanish language and the many cultures that speak it. Towards the beginning of my second year of college, I wanted to add a Spanish minor because I was unhappy and wanted to take classes I would enjoy. I decided to approach my advisor about this decision and, since I already had some Spanish credits that transferred from high school, he advised against it. Instead of listening to this advice and picking a different major that would "look good on a resume", I felt such a passion towards this decision, that I switched to the Spanish Education program.

While pursuing a degree in Spanish Education, receiving a certain number of credits from an international institution became a required portion of the degree program and there was no alternative. The importance of first-hand experience with a language and a culture is important when studying and truly understanding another language, which is why this requirement was in

place. However, such a requirement can also limit which students are able to participate and succeed in this degree program. Even from a place of privilege, there were many obstacles to overcome to fulfill this requirement because the only other alternative was changing programs. Overcoming obstacles such as funding, lack of resources, family considerations, and the misalignment of group goals helped me form the lens through which I view education abroad, because it was not something I could afford to misuse.

Since I attended a small, private college, there was not much need for a large study abroad or international education department and it consisted of three staff members. This institution also did not offer many programs through their own study abroad office aside from short-term experiences and affiliated programs in English-speaking countries. They did, however, promote various study abroad organizations that they often partner with and accept credits from these programs. I needed to work with an outside organization and find the program that would best fit the requirements of my major, while figuring out how to afford such a costly experience. Since the study abroad department was so small, they were not able to help me through the preparation process of my experience and I was forced to do most of the pre-departure planning on my own. I would bounce around from department to department on-campus to make sure tasks were completed for my experience, which included getting the credits approved so they would transfer, making sure the correct documents were submitted, and figuring out the financial aid aspect of a summer program. Overall, this summer program was cheaper than a semester abroad, which was a huge factor in my decision.

My summer abroad experience was the first time I had experienced a culture that was different from my own and it was the first time I flew out of the country. I lived in Granada, a small city in the south of Spain, and was completely immersed into the Spanish lifestyle for eight

weeks. I was able to experience the new foods, new people, new ways of life, and was open to experiencing it all within my eight-week program. Due to my short stay, I focused on communicating in the Spanish language as frequently as possible, including with the other Americans in this program. Each day, I would walk to my internship at the local school in the morning, then attend classes in the afternoon, and have the entire evening for exploring the city. The internship allowed me to see how schools are run in Spain and learn a variety of teaching methods from the full-time teachers. This internship was my connection to the local community. I was able to talk with the students and really see how their lives are different at all ages, since the school ranged from preschool to high school students.

One of the most beneficials aspects of the internship was the daily journal I kept to log my experience. In the language and culture courses, I shared classes with students from all over the world. In the conversational class, I was partnered with a man from China and the only common language we shared was Spanish. This partnership forced both of us out of our comfort zones and helped us learn how to work around Spanish words we may not have known. Exploring the city, and often getting lost, after classes allowed me to learn more about the culture than any classroom could have. I was able to hear real conversations, eat the food, talk with people from all backgrounds, and participate in their daily activities. Even simple trips to the grocery store allowed for new experiences. On weekends, I was able to travel to nearby cities and countries and experience the diverse cultures of these places, as well. Places like Morocco and France are so close to Spain in proximity, but their cultures and lifestyles differ so much.

After returning from study abroad, I volunteered with the study abroad department to assist students who wanted to have a similar experience. I worked panels where students were given the opportunity to ask questions about the processes and experiences of those who had

already gone abroad. It was beneficial to share these experiences with other students because I was able to reflect upon my growth during that short period of time. These volunteers were not utilized frequently though, because there were about two or three study abroad panels in an academic year, and they were not widely attended by the student body. This time for reflection enabled me to see the privilege in this experience, but also fueled the drive to reimagine and transform these programs with the goals giving back to the communities and creating more accessibility.

Importance of Globalization in Higher Education

Globalization is an ever-growing and developing aspect of our world that will only continue to expand with the evolving technologies and transportation systems that connect our global society faster than ever before. A large aspect fostering global citizenship within students is helping them become more aware of the world around them and to learn their own place within that world. Globalization can take many forms in higher education organizations, including study abroad, branch campuses, and the recruitment of international students.

Current study abroad programs frequently give students the opportunity to immerse themselves into a new city or country, but many programs do not prepare students for this experience or provide students with effective resources throughout their time abroad. Students then return to their home campuses and do not reflect on what they have learned or how they have grown. The process of globalizing higher education has been going on since the late 1800s and will continue to grow and change into the future as our world becomes more connected (Brickman, 1967). This growth of globalization options on campuses in the United States has only accelerated in recent decades due to the importance of becoming a global citizen within the workforce. However, with all the focus on the importance in the workforce, there is no regard for

the sustainability of such efforts. Education abroad programs are focused on the benefit of the student and not how the students are able to give back to the communities from which they expect to learn. Universities also continue to push such efforts without considering the accessibility of these initiatives on their student populations. However, universities need to focus on how they can foster global citizenship within all students, not only in the students who can afford lavish trips abroad for an extended period of time.

There is a fine line between globalizing and colonizing, though, and higher education institutions have not taken this into consideration when planning globalizing efforts. History demonstrates the tragedy that can accompany globalization efforts, such as the expansion of European empires and the colonizers they funded to take over new lands (Coatsworth, 2004). Regardless of the Indigenous people inhabiting those lands, the colonizers claimed the land as their own in the name of their empire. If the past suffering caused by globalization is overlooked, education abroad will only continue to spread pain and anguish to other nations.

According to Taïeb and Doerr (2017), the most popular study abroad destinations are England, Spain, Italy, and France, so it seems that American students feel most comfortable with the countries that they learn about in their middle- and high-school history classes. The American school system creates a colonized mindset in its students by training them to be contributing members of a capitalist society. For example, students are trained to follow the bell schedules of the school and are reprimanded if they are late, which instills the timeliness required in a typical workday. Higher education institutions continue to foster the colonized mindset within the programs they offer, such as education abroad experiences, and do not alter the views that have been instilled (Freire, 1970). The push for becoming a global citizen to better the workforce shows that the priorities are not aligned with the benefits that come along with global

citizenship. When an education abroad office encourages students to go abroad to "build their resume", a student's drive to participate centers on their individual goals and does not acknowledge the needs of the global community. Higher education professionals need to analyze the purpose of higher education and reimagine future globalization efforts to create an outcome that is beneficial to the global community.

A Critical Pedagogy of Place and Education Abroad

In recent years, there has been a push for fostering the global citizenship mindset, however, education abroad programs have not transformed in a way that mirrors the values of becoming a global citizen. As students fight to create welcoming environments within their institutions for all, regardless of sex, gender, race, socioeconomic status, or sexual orientation, there are still programs such as study abroad, which can only be afforded by the privileged. Many of the student movements of the last century have focused on making the university more accessible, while study abroad programs have not changed in this manner and remain less accessible to those who cannot afford it. Continuing to remain stagnant will not benefit our students nor our institutions, so this area of higher education needs to begin critically analyzing their missions. Many institutions promote their education abroad experiences as resume boosters that will help students find a good career after graduating, but this does not encourage finding a sense of belonging within the world and instead promotes a mindset that focuses on individual benefits. In explaining a critical pedagogy of place, David A. Gruenewald (2003) explains,

> Critical pedagogies are needed to challenge the assumptions, practices, and outcomes taken for granted in dominant culture and in conventional education. Chief among these are the assumptions that education should mainly support individualistic and nationalistic

> competition in the global economy and that an educational competition of winners and losers is in the best interest of public life in a diverse society. (p. 3)

A critical pedagogy of place is a combination of critical pedagogy and place-based education, and each build off concepts and goals that are underlying in the other.

Critical pedagogy raises questions about the inequalities of power and the fake myths of opportunity and merit for many students (Gruenewald, 2003). The purpose of critical pedagogy is to engage students in "learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality" (Freire, 1970, p. 17). Place-based pedagogies allow citizens to be educated in a way that may have a direct bearing on the well-being of the social and ecological places they inhabit (Gruenewald, 2003). The two interrelated objectives of a critical pedagogy of place are decolonization and reinhabitation (Gruenewald, 2003). Neither objective is more important than the other, and they are thought of as two dimensions of the same task: transforming and conserving communities. By incorporating a critical pedagogy of place into all phases of education abroad programming, the materialistic motives behind these experiences can be replaced with "reeducating people in the art of living well where they are" (Gruenewald, 2003, p. 9). Teaching students about this type of mindset before departing and incorporating the concept of "living well where you are" within education abroad programming could help students reflect on their experiences during their time abroad and upon returning to their home institution.

Pre-Departure Integration

The combination of critical pedagogy and place-based education in a critical pedagogy of place would be beneficial to add into education abroad programming. Many programs in the United States are benefiting from these places abroad and not giving back to the countries they

partner with, which negates the foundations of global citizenship. A critical pedagogy of place would allow for programs to decolonize and reinhabit the places in which education abroad occurs. This would remove the fine line between globalization and colonization; and instead, changing the mindset all together.

A common trend in education abroad across the United States is partnering with countries that are familiar or share a common language, but this does not allow students to broaden their view of the world or become more aware of world issues. Study abroad needs to be more thoughtful, both internally and externally. Students need to learn about what it means to be a global citizen, so they can begin to think about what they would like to do with their experiences abroad. This type of decolonization of mindset could occur before students even leave their home institution by incorporating critical pedagogy lessons in pre-departure sessions. Students should create goals before they leave, thinking about what they would like to gain and how they could go about achieving these goals. Students would be given guidance during their pre-departure on what global citizenship and global competency mean, so they can build off the foundations they have prior to studying abroad.

The Education Abroad Experience and After

Once abroad, incorporating the concepts of decolonization and reinhabitation would confront the dominant system of thought and avoid any further unconscious colonization of cultures. If given the proper tools before entering a new space, students would be well prepared to work with these new communities and study the place, learning how to live well where they are. Students should reflect upon these experiences while they are abroad, to see how they are growing and remember how they felt throughout their time. Gruenewald (2003) explains that critical thought, an important foundation of critical pedagogy, is used to name and recover the

aspects of community life that contribute to the well-being of all people and the places they inhabit. Most importantly, students should return to their home institution and consider how this experience has impacted their current and future lives. Requiring this kind of effort from students who choose to study abroad will not happen overnight, though. As higher education professionals in this field, departments must develop programs that allow for this type of insight and provide students with the resources to become global citizens. There needs to be more accessibility into study abroad programs and a change in the idea that study abroad begins and ends in the airport.

Conclusion

The globalization of university campuses must keep up with the globalization of the world, but universities must also help to build a globalized society that cares for one another and the planet we inhabit. With intentional planning, higher education can continue to provide students with education abroad experiences that do not cause harm to other places and cultures, but instead create a sense of community and make the world a more sustainable place to live. A critical pedagogy of place, with influences from critical pedagogy and place-based education, helps to center the community in the experiences being offered and would help to foster global citizenship for students going abroad. This thesis culminates with the description of an intervention that uses intentional programming before, during, and after an education abroad experience to have students understand the meaning of global citizenship, build a mindset of centering the community, and instill the drive to continue expanding upon one's global citizenship after the experience. In the next chapter, I present the theoretical frameworks that undergird my approach.

Chapter Two: Theoretical Framework

Higher education should help students become "fully human" or at least teach them how they can live their lives in the pursuit of that goal. Students must be provided with experiences that will help them holistically grow and succeed in pursuit of this mission. In the United States, society has made higher education a necessity for most career paths, so students feel that they must go if they want to become successful. They want to become a valued member of the society that is forcing them to attend a university in the first place.

Higher education should be a place where students are able to develop themselves and learn in a variety of ways, but this need for education has shifted the style in which learning is done. It should allow students to better evolve themselves in the present, instead of focusing on the future benefits. Higher education within the United States had its foundations built in the aftermath of European colonization, which has led to a system that still promotes and reproduces students with the same type of colonized mindset. In this chapter, I discuss the ideas of philosophers, such as John Dewey, Paolo Freire, and Jean Lave and Etienne Wenger, and how their philosophies influence my own educational philosophy. My educational philosophy is what drives the change I wish to see within higher education, and more specifically within education abroad.

Educational Philosophy

Education should be a process of developing an individual student's global citizenship. My philosophy of education is informed by my background which includes time as a middle school teacher, my life-changing study abroad experience, and my readings in the study of higher education. For the purposes of this thesis, even though I have prior experience in K-12, my purpose of education is focused on higher education. In this section, I describe the impact of

Dewey, Freire, and Gruenewald, and how their ideas have influenced my own educational philosophy. I conclude with a less formal reflection on my personal background and how these experiences have shaped my beliefs about education.

Informal Education and Educative Experiences

According to John Dewey (1916), education is a continuation of life with the young learning from the old and reproducing what was passed down to them. In *Democracy and Education,* Dewey (1916) states, "one of the weightiest problems with which the philosophy of education has to cope is the method of keeping a proper balance between the informal and the formal, the incidental and the intentional, modes of education" (p. 10). Education needs to have a balance of these modes to create well-rounded students. Informal education comes from life-experiences, learning from mistakes, and visiting new places or being immersed in new cultures. When studying abroad, students exploring new cities and having hands-on experiences in new places allows them to experience a type of informal education that they would not have at their home institutions. Informal education is not something that can be taught in a classroom; it is unpredictable and is often unintentional.

The formal mode of education is commonly seen in classrooms, with a teacher guiding students to a specific learning objective. This type of education is planned and predictable, with all students sharing similar learning outcomes. The teacher will decide what they want the students to learn, and they will make sure the students learn exactly that. Not all study abroad experiences are informal, however. For example, while students often take classes when studying abroad, this learning makes up a much smaller part of the overall experience they have in these new places. Dewey (1916) explains, "the acquiring of information and of technical intellectual skill do not influence the formation of a social disposition, ordinary vital experience fails to gain

in meaning, while schooling, in so far, creates on ‘sharps’ in learning—that is, egoistic specialists” (p. 10). Higher education incorporates both the formal and informal to create meaningful educational experiences for their students, who will care about not only themselves, but the people and the world around them. Education abroad programs must do the same by finding ways to transform the informal experiences into moments of growth and reflection.

Dewey discusses educative and miseducative experiences within education in *Experience in Education* (1938) to explain that not all educational experiences result in learning. A miseducative experience cuts short future enrichment or experience, meaning the intention behind the experience is to educate, but the students are not going to learn anything from it due to various circumstances. In higher education, students can attend the university but have an incident that prevents them from obtaining any real knowledge from their time there.

The same can be true about various globalization efforts. Campus globalization efforts such as study abroad, branch campuses, and international student populations can be found at almost all colleges and universities in some form. For instance, if a student wants to participate in study abroad, but they have no kind of learning objectives for their experience, they may not take away much knowledge from their trip. Students should come up with goals on how they want to grow and what they want to get out of their experience abroad, so they can become active participants once they arrive. Without these goals, they could see this experience as more of a vacation from school rather than a chance to expand their horizons and explore new possibilities. The mindset of a vacation should be much different than that of a student studying abroad, so if they are not encouraged to create learning objectives, they could end up having a miseducative experience when it is over. Overall, the term “education abroad” has the intention of being a learning experience, however without the proper facilitation and objectives, students

may not learn from their experience in the way they should. While Dewey is helpful for understanding miseducative experience, the work of Paulo Freire helps to build a framework for how to overcome these experiences.

Decolonization of Consciousness with Problem-Posing Education

Paulo Freire (1970) believes that education is suffering from "narration sickness", meaning too often the teacher talks about a topic and expects the students to absorb what is said as fact. This type of education becomes an act of depositing, with the students acting as containers or receptacles to be filled. This type of education is directly connected to the colonized mindset, and to move forward we need to have a decolonization of consciousness. This decolonization of consciousness means unlearning the white narrative that is taught as Truth and instead relearning through the narrative of the lived experiences of marginalized groups who are often vilified or erased from history. In the United States, students are taught to believe whatever their teachers tell them, and especially in history classes, many of the facts are left out to prevent student *concientizacão* (Freire, 1970). This term means to learn to perceive oppression in many aspects and to act against the oppressive actions in society (Freire, 1970).

However, if students are not learning about the many different aspects of oppression, they will never be able to act against them. In fostering global citizenship, the education abroad programs at higher education institutions should prepare students to enter new communities by educating them on the histories of these places. Students should learn about the Indigenous populations that once lived, or still currently live, on the lands, how the community they are going to live in has been shaped, and current events that affect the community. A global citizen is constantly working to have a better understanding of how the world works as a whole in regard to global dependence and interdependence where the well-being of the global community

should be a common aspiration (United Nations, n.d.-c). Learning about the communities they plan to engage with would allow students to begin creating a foundation on understanding that place.

This process of teachers giving information and students taking in that exact information is what Freire (1970) refers to as the "banking approach to education" (p. 74). If students are not learning and thinking critically in the classroom, they are not able to ask questions or required to think in any way. All students are required to do is memorize what is narrated to them. Within education abroad, students are given the opportunity to explore new places while learning about the culture and language first-hand. The community is the teacher and students will learn by going outside of their own comfort zones to engage with their surroundings. While abroad, even a trip to the grocery store is a learning experience that allows students to figure out new currency and what to say in that situation. This experience does not involve a teacher and instead requires the student to use the skills they have to problem-solve along the way. By preventing this cognition in the students, the teacher is dehumanizing them and oppressing their thoughts which ultimately leads to the creation of colonized mindsets in each of the students.

To avoid spreading colonization through globalization, education abroad programming needs to end this colonized mindset and stop cutting short the "ontological vocation" of our students. Freire (1970) defines the ontological vocation as the duty to become fully human, which should be a right for all students, and all people in general. Oppressors cut this short and, since the banking system turns teachers into oppressors, they are cutting short the ability of their students to become fully human. The alternative, "problem-posing education", does not have a teacher who narrates and a student who memorizes, but instead the teacher and student are interchangeable, allowing each to learn from the other (Freire, 1970). The teacher allows

students to ask questions and reflect on what they are learning along with the teacher. In the example of education abroad, the "teacher" often comes in many different forms. The "teacher" could be a guide, the host family, other students, or even the community and its surroundings. This idea of the teacher not being a singular person, allows the students to ask questions at any opportunity and constantly learn from their surroundings. Freire (1970) states, "The pursuit of full humanity, however, cannot be carried out in isolation or individualism, but only in fellowship and solidarity; therefore, it cannot unfold in the antagonistic relations between oppressors and oppressed" (p. 85). In education abroad, learning is best done within the surrounding community and the collaborations students have with the community members.

Problem-posing education is important in international higher education because it allows the students to deepen their consciousness, have a more liberatory educational experience, and creates that solidarity. Freire's philosophy of education can be incorporated into the creation of international initiatives. Instead of telling students what they should get out of international programs, pose questions that allow the students to consciously reflect on their experiences before, during, and after they go abroad. This type of thinking could also be incorporated into education abroad by students developing goals prior to leaving for their abroad experience.

If the banking concept is applied to these experiences, students will continue with a colonized mindset and the ontological vocation of the experience will be cut short. Globalization efforts have the possibility to aid students on their journey in becoming fully human, but if the programs implement dehumanizing education, the programs will smother that potential and hinder a student's learning. These programs need to be well thought out and have intentional planning behind them, but the professionals in charge of the planning must make sure they create the proper kind of international education that is not oppressing student engagement and

learning. Freire (1970) explained that full humanity can only be carried out "in fellowship and solidarity", thus education abroad programs must work with the communities to ensure this goal is achieved together (p. 85). Learning from the community is important for the students, but it is also important that this is a mutually beneficial effort for the local community.

Situated Learning Theory

Lave and Wenger (1991) developed situated learning theory to describe the relationship between learning and the social situations where learning occurs. Situated learning theory focuses on the learning that takes place where that same learning will be applied. Lave and Wenger (1991) explain that skills can be learned through practice and novice learners can learn from those with more experience, and eventually do the same for future learners. This cycle of learning from those more experienced becomes a "community of practice" (Lave & Wenger, 1991). Situated learning acknowledges the "lived-in world" as opposed to the traditional outlook that learning only occurs in the mind of the learner (Lave & Wenger, 1991). The community of practice share a common interest and a desire to learn from and contribute to the community with the level of experience they have and gaining experience as they continue forward (Lave & Wenger, 1991). One of the influences on situated learning stems from Bandura's (1971) social learning theory, or the idea that learning can be observational, meaning that people can learn from models within their environment (as cited in Lave & Wenger, 1991).

Situated learning theory implies that learning occurs in a real-life context. Education abroad is an example of situated learning, in that it teaches students about the cultures, languages, and communities of the places by immersing them in these places. Traditionally, students could learn about the places abroad through books and classroom lessons, but that type of learning will only show students one version of a place. The community of practice is students

immersing themselves in the community of the abroad location. For example, in a classroom, students can learn a language that is not their native tongue and may be required to only speak that language while in the learning environment. However, once the student leaves the classroom, they will return to speaking their native language and no longer practice what they have learned. In education abroad, students enter a community where they are surrounded by the language and are required to learn the skills needed to communicate with that community.

The influences of the above theories intertwine and are the foundation of my personal educational philosophy. From the creation of the first higher education institution, there was oppression and exclusion for anyone who was not an elite, white male, and those same foundations are still present on many campuses around the country (Wells Dolan & Kaiser, 2015). Incorporating globalization within this type of structure is not going to result in the creation of global citizens, but instead, create a new generation of colonizers being sent abroad. Higher education needs to analyze whether the globalization efforts they have in place are educative or miseducative, dehumanizing or humanizing, cooperative or competitive. Students are constantly learning from their environments and each of these theories takes that experience to help students comprehend and critically analyze the knowledge being acquired. With foundations in critical theory, students will learn to ask questions around their lived experiences and reflect to develop new solutions and avoid the repetition of harm done in the past.

Critical Action Research (CAR)

Critical action research (CAR) is rooted in the idea of critical theory. Stephen Kemmis (2008) defines critical action research as:

> … a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. (p. 122)

This type of research does not have a researcher who acts upon a group of people, but instead, the researcher is an active participant within the community they are observing. In CAR the researcher also does not come up with a solution without the input of the community they are working with and participants in the community action with the others involved. This aspect of CAR transforms much of the power structure that typically exists within research and allows the researchers to get a realistic perspective on the issue or issues they are working to address.

One of the key foundations of CAR is its never-ending cyclical nature. The first step within the cycle of CAR is reflecting. The researcher becomes a part of the community they are working with and is an active participant in their daily lives. Through this reflection, they work with the community to plan the types of initiatives that would be best for the community. Once the plan is in place, the researchers and the community act on these plans and observe the results of these actions. From there, the cycle begins again with another round of reflecting on the observations made in this first round. The idea behind CAR is that there is always constant room for improvement and growth because many of the influences within all types of community are constantly changing. This cyclical nature of CAR relates directly to the cycles seen within higher education and more specifically at different department levels. The student body of an institution changes with every cycle of the academic calendar, changing the needs of the student population and changing who is part of the study population. Each year, and even each semester, new

students are added, and other students leave, so incorporating research that reflects this cycle of change would make it a natural part of any initiative.

Conclusion

The incorporation of educational philosophy and CAR into this intervention is the heart of why it is necessary. My educational philosophy drives the types of programming that I want to incorporate and acts as the foundation of these ideas. With the influences of John Dewey, Paolo Freire, and Jean Lave and Etienne Wenger, I aim to shift the mindset of education abroad from colonized to decolonized. Higher education instills the belief that students must participate in co-curricular activities, such as education abroad, to improve their human capital to get ahead of others in the job market. Global citizenship focuses on centering the needs of the global community and creating a more just and sustainable world for all. To achieve this mindset, students must shift their mindset and choose education abroad for the global citizenship values it offers and not human capital they are privileged to gain from the experience.

Chapter Three: Literature Review

This chapter helps to inform why a change is necessary within education abroad to better foster global citizenship within the student population. Learning about the history of education abroad, viewing this programming through the lens of power and sustainability, and analyzing the current state of education abroad within higher education demonstrates the type of programming that is currently offered within higher education. This, in turn, supports the initiation of changes that could better foster global competency and citizenship within students who participate in education abroad. Analyzing the power and dominant ideologies, or the viewpoints of the ruling class within society, provides a lens into why education abroad programs are offered and who they benefit. The power structures must be acknowledged to identify who is benefitting and who is excluded from the narrative. The history of globalization within the world and within higher education educates both students and professionals on the past, both the good and the bad, that has created the world seen today. Evaluating the history of globalization and learning from the past harm done can lead to the implementation of future programs that do not continue to harm other people or cultures.

History of Globalization in Higher Education

Throughout history, technological advances have continued to aid the acceleration of globalization and with these advances comes knowledge and power. Globalization did not begin in the world of higher education but was first seen in the European colonization of the world. From the conquests of Christopher Columbus in the Caribbean leading to the colonization of American civilizations by Spain and Portugal, to the expansion of the British Empire throughout the world, globalization has existed for many centuries as a destructive method of gaining power (Coatsworth, 2004). The European powers of Portugal, Spain, France, and Britain began

conquering societies all over the world and claiming the land as their own (Coatsworth, 2004). While the process of globalization began as a gruesome genocide of Indigenous nations, higher education needs to transform it into a beneficial practice for their students that will not cause further harm. Coatsworth (2004) states, “understanding the contradictory effects of past globalizations may help contemporary societies maximize the benefits and mitigate the costs of the new cycle we are living through now” (p. 39). If higher education can identify the past globalization for the horrific massacre that it was, they may be able to alter the methods in which they approach the process to avoid repeating history.

When examining the suffering caused by globalization, one cannot simply analyze the history of globalization in higher education. While important, the history of globalization in higher education does not illustrate the immense impact of globalization on the world, long before higher education institutions implemented such efforts. Coatsworth (2004) explains the history of globalization in four major cycles, which sums up the different eras of colonization and the acceleration of nations expanding around the world. The first major cycle began in 1492 through the 1600s, in which Spain and Portugal began expanding their empires in the Americas and slaughtering large civilizations that stood in their way. The intentions of globalization at this time were purely selfish, with countries thinking only of their own globalized success and competing with anyone who could hinder that success. While the process was appalling, this cycle of globalization opened trade and expanded the world that was known at the time.

The second cycle began in the 1700s with the continued expansion of the European powers in the slave colonies of the New World (Coatsworth, 2004). This cycle continued the massacre of Indigenous tribes from the first cycle and enslaved a large population of African countries. European countries also shifted their trade strategies in the Indian Ocean from

maintaining trading posts to laying claim over lands to create additional colonies for higher profit. The third cycle, as Coatsworth (2004) describes, "began in the late nineteenth century with huge increases in international trade, capital, and technology flows, as well as mass migrations from both Asia and Europe to the Americas" (p.39). This cycle continued the oppression and persecution of minorities and Indigenous peoples since the selfish goal of globalization endured. As the United States grew in power, they had learned colonization and globalization efforts from their colonizing predecessors, so it was the only way they knew to succeed on a global scale.

The history of these international relations in higher education has varying beginnings. Some researchers claim that "international university operation is as old as the university itself" (Brickman, 1967, p. 164), talking about the University of Bologna in 1088, however there is little evidence from the universities of this era. Throughout the Middle Ages in Europe, universities influenced each other and provided inspiration to up and coming universities. The University of Bologna, University of Paris, and University of Salamanca would go on to influence many of the universities in Southern Europe, Northern Europe, and Latin America, respectively (Brickman, 1967). Italian universities brought in classical scholars from all over Europe during the Renaissance, who would then go on to make up the faculties of North and Central European institutions. The founding of the University of Geneva in Switzerland in 1559 would go on to inspire the establishment of the University of Leyden in 1575, the University of Edinburgh in 1583, and Emmanuel College at Cambridge University in 1583 (Brickman, 1967). Emmanuel College would continue to become the model for the first institution in the United States, Harvard College in 1636, whose founder attended Emmanuel College before emigrating to the colonies (Wells Dolan & Kaiser, 2015).

At the time, these institutions did not have any organized plans in place to produce the globalization that was taking place; it was, rather, a natural occurrence. Brickman (1967) explains,

> Even if there were no organized missions of scholars from one institution to aid in setting up another one in a foreign country, one may reason that, without some sort of cooperation, the later foundations would have been difficult if not impossible. (p. 165)

These institutions were not intentional about the influence they would have on the creation of new higher education institutions all over the world and they did not have any programs in place for sending scholars all over Europe, it all just happened. In 1761, Catherine the Great of Russia sent two graduates of the University of Moscow to further their education at the University of Glasgow, continuing the spread of knowledge and ideas (Brickman, 1967). The two graduates would then bring this information back to Russia, introducing the country to West European ideas on law and political theory (Brickman, 1967). This practice began to show institutions all over the world the benefits of collaboration and the knowledge that could be gained from partnerships abroad. Universities began to see that they could learn from institutions that they admired by sending students and faculty abroad, and then building similar programs upon their return.

Globalization in the United States

Historically, the university has been a site of privilege around the world and within the United States. In the early days of the American university, only the elite class were able to attend the prestigious institutions. The American campuses grew from 355,000 students in 1910 to 3,580,000 students in 1960 and has continued to expand ever since, with campuses enrolling 17,491,813 students as of the fall of 2020 (National Student Clearinghouse, 2020). Altbach and

Peterson (1971) explain that “the university was transformed from an important yet somewhat ‘ivory tower’ institution into the ‘multiversity’ at the center of economic and political life” (p. 13). While there has been a growth in accessibility over the years, the ruling class still maintains the privilege and power in the university. Many initiatives within the university are results of the society in which it exists. The university is not going to justify an initiative if it will not benefit the ruling class of society and continue to reproduce the dominant ideology into the students. Boonen et al. (2019) explain, “Young professionals in today’s globalised world should not only be able to meet today’s employment opportunities but should also be ready for new yet undefined roles” (p. 186). To meet the demand of “global citizenship” within society, the university responded by creating international programs, such as study abroad (Boonen et al., 2019). The dominant ideology makes students believe that they are in competition with each of their classmates to be the best of the best, and therefore, need to participate in any activity that will help them achieve this.

Early Globalization Efforts

German universities were attended by students from the United States and other countries in the 1800s, where “the foreigners tasted the fruits of modern, scientific, research-oriented higher education” (Brickman, 1967, p. 166). When the First World War struck Europe, American institutions were able to recreate the foundations of the successful German institutions within their own, such as with John Hopkins University. Globalization of higher education was taking place all over the world and new institutions were using the successful foundations of other institutions to better their own universities. Study abroad programming in the United States began around the end of the First World War at the University of Delaware (Taïeb & Doerr, 2017). Professor Raymond W. Kirkbride proposed the idea after returning from WWI as a

veteran, “motivated by the grim image of destruction he had seen in the French countryside, as well as his enjoyment of the French and his belief that travel could lead to cultural understanding” and took a group of eight white male students to France (Taïeb & Doerr, 2017, p. 39).

The period following World War I saw an increase of international organizations, and a discussion of an international conference of universities to consider an international interchange of professors and students, but it was not seen as practical at the time. The 1930s brought many more international conferences, but little came of these because they could not fulfill the idealist objectives of their sponsor institutions due to ideological conflict. Each institution was hoping to gain more knowledge, and therefore more power, from other institutions, but each would be hesitant to give up information if they did not receive information in return. Meanwhile, all over the United States, students were participating in peace strikes as the Second World War seemed imminent. These planned initiatives brought about disparities in the intentions of different universities, but the beginning of World War II developed international cooperation among higher education institutions to preserve intellectual manpower.

Post-World War Values

After the war, during the 1950s and 60s, many more international higher education organizations were created to continue developing plans for promoting inter-university contacts all over the world. The field of international relations in higher education quickly expanded after World War II and expanded its partnerships beyond the universities of Europe (Taïeb & Doerr, 2017). After the Second World War, there was a “renewed commitment to bridging the distances between the nations, and also to spreading American ideals” (Taïeb & Doerr, 2017, p. 40).

Americans believed the values of their democracy helped win the war, so to maintain peace, they needed to spread these values (Taïeb & Doerr, 2017).

More students were now attending the university as its accessibility increased, partially due to the contributions of the G.I. Bill (Wells Dolan & Kaiser, 2015). Now that the university was no longer a place for society's elite class, study abroad programs allowed the dominating class to maintain the upper hand. Student movements at the time were focused on civil liberties, peace, and civil rights. Altbach and Peterson (1971) explain that "perhaps more important than the number involved was the fact that the student political movement—mostly of a radical nature—help to shape the political and intellectual climate of the campus and particularly of the prestigious universities" (p. 13). The United States opened their international study abroad programs and joint arrangements to Asia, Latin America, and the Middle East. This growth has only continued into the present with further developments of international programming but has lost some of the value it gained during the momentum after the war.

Expansion of Access?

Towards the late 1960s, many contemporary issues began to present themselves on college campuses and impact the higher education landscape. The expansion of access continued, and institutions needed to move away from the elitist disposition of the past, even though some aspects remained. Wheatle and Commodore (2019) explain,

> As the demographics of college campuses have transformed, institutional administrations have had to confront the ways their campuses have enacted and perpetrated practices and policies that instill, enforce, and uphold discrimination, oppression, and inequity. (p. 11)

Through study abroad programming, universities promote the importance of learning from other cultures, yet continue to discriminate against the very cultures that exist within their own society.

Toni Cade Bambara, June Jordan, and Audra Lorde's experiences of discrimination at the City University of New York (CUNY) in the late 1960s and 70s, show just how contradicting the university can be.

Bambara, Jordan, and Lorde taught Black and Puerto Rican students in CUNY's Search for Education, Elevation, and Knowledge (SEEK) program (Reed, 2018). CUNY is an inner-city institution in Harlem's west-side and was, at that time, a free public college (Reed, 2018). While the institution sat "smack dab in the middle of the largest Black community in the country", only 9% of its daytime students were Black or Puerto Rican, and five of that nine percent came through the SEEK program (Reed, 2018, p. 51). The SEEK program prepared Black and Puerto Rican high-school students for college studies with preparatory courses, study stipends, and social-work counseling (Reed, 2018). This group was tremendously active and would counteract "the institutional inequalities entrenched in City College's admissions, curriculum, value systems, and relationship to the surrounding Harlem area" (Reed, 2018, p. 51), such as advocating for the continuation of an Open Admissions process.

The experiences of these women show how their experimental and creative teaching methods could blossom in the SEEK program and why the political and educational elite would fight to counteract their visions for self-determination in learning (Reed, 2018). Reed (2018) states,

> During this time, the concurrent emergence of a racialized discourse that Open Admissions only benefited poor Blacks and Puerto Ricans, coupled with the financial crisis in New York City and the cataclysmic domestic effects of the US defeat in Vietnam, set the conditions for the CUNY administration to impose tuition for all CUNY students in 1976. (p. 71).

This example of CUNY imposing tuition while pushing for open admissions shows how universities will continue forward with initiatives that do not affect the elite, regardless of the effects it may have on marginalized groups. Since globalization and study abroad benefit the elites, the initiatives fail to address accessibility issues. Reed explains Bambara's revelation that "transforming society *out there* and *in here,* from wisdom acquired through many experiences, requires a patient radical vision beyond one protest, communiqué, revolutionary tradition, school semester, year, decade, even lifetime" (p. 73). The changes that are necessary in higher education cannot be implemented quickly and cannot be done alone.

Contemporary Issues

Many of the issues that arose throughout the 1980s and 90s are still influencing student activists of today. This is when issues of free speech began to increase and lead to more student activism around the definition of "free speech" and how it varies from "hate speech" or "racist speech" (Wheatle & Commodore, 2019). This debate came from both the liberal left and the conservative right and forced university administration to define and implement free speech protections on their campuses (Wheatle & Commodore, 2019). Wheatle and Commodore (2019) explain, "with the rise of xenophobia, Islamophobia, and racism in the current climate of the country, Latinx, Asian American, and immigrant student groups have demonstrated across U.S. campuses" (p. 16). Research shows that Black college students who frequently experience racial microaggressions are more likely to feel a greater sense of civic responsibility and, therefore, are more likely to take part in civic engagement activities in the Black community (Wheatle & Commodore, 2019). "Brought to consciousness due to the rise of racial tensions in the broader U.S. context, college campuses proved, as they often do, to be a microcosm of the societal climate" (Wheatle & Commodore, 2019, p. 16). The college experiences of LGBTQA

communities have also been affected by their institutions overt or covert hostile climate issues on-campus regarding sexuality, sexual orientation, gender identity, and gender expression (Wheatle & Commodore, 2019). In the definition, "global citizens are outraged by injustice, assume responsibility for their own actions, and are willing to make the world a more sustainable place to live", so education abroad programming should aim to educate future generations on why these issues matter (United Nations, n.d.-b).

Recently in 2016, there has also been an increased conversation around immigration and undocumented students in the U.S, after Donald Trump was elected President of the United States (Wheatle & Commodore, 2019). Institutions were facing a struggle between responding to new retaliatory immigration policies and how to serve the undocumented students on their campuses. Student activism is focusing on the access, success, and future of undocumented students on college campuses. These protests, specifically in California, lead campus administrators to declare their institutions as "sanctuary campuses", which later spread throughout the U.S (Wheatle & Commodore, 2019). Each of these marginalized groups are still encountering issues on their home campuses, all while these institutions promote the importance of expanding cultural boundaries and becoming global citizens. This demonstrates again how the success of the elite class is at the forefront of institutional programming.

Sustainability and Globalization

Sustainability is often thought of in the context of recycling and green initiatives on-campus. While organizations such as the United Nations focus their sustainability efforts on tackling climate change and working to preserve our oceans and forests, they also address the importance of ending poverty and other deprivations that must go together with strategies that improve health and education, reduce inequality, and spur economic growth. Sustainability is

development that meets the needs of the present without compromising the ability of future generations to meet their own needs (United Nations, n.d.-a). In international higher education programs, there are many ways to incorporate sustainability efforts, and they are not typical “green initiatives" like in other departments. In this area, professionals need to focus on sustainability in creating accessible programming that does not further colonization efforts in the countries with which they partner.

Blending educational philosophy and sustainable initiatives into the already expanding globalization of higher education would require a reanalysis of many aspects. Higher education professionals who are proponents of globalization in a way that benefits the world need to consider the effects of their programs before implementing them at their institutions. They must consider the meaning of higher education and how globalization can aid students reaching that purpose by the time they graduate. By creating programs influenced by educational philosophy and the knowledge of past globalization carnage, present and future higher education professionals can develop programs that will better the world in the present, and into the future.

A Critical Pedagogy of Place

Gruenewald (2003) blends the critical pedagogy of Freire, and other leaders in the movement, with place-based pedagogies, like that of Haymes (1995), to develop a critical pedagogy of place. Gruenewald (2003) states that the leaders in critical pedagogy “insist that education is always political, and that educators and students should be transformative intellectuals, cultural workers capable of identifying and redressing the injustices, inequalities, and myths of an often oppressive world” (p. 4). By linking these two pedagogies, Gruenewald (2003) states that “critical pedagogy’s emphasis on the dynamics of race, power, and place, as exemplified by Haymes (1995), can challenge other place-based approaches not to neglect these

critical, multicultural, urban themes'' (p. 5). Place-based educators embrace the idea that connecting with the natural world is an important part of being a human being. The perspective of the critical pedagogy of place balances the experience of an empathetic connection to both humans and non-humans with the call to transform oppressive conditions (Gruenewald, 2003). Two important objectives of a critical pedagogy of place are decolonization and reinhabitation, linking universities and the place-based experience to the larger cultural and ecological politics (Gruenewald, 2003, p. 9). When referring to decolonization, a critical pedagogy of place means "identify and change ways of thinking that injure and exploit other people and places" (Gruenewald, 2003, p. 9). Reinhabitation is identifying, recovering, and creating "material spaces and places that teach us how to live well in our total environments'' (Gruenewald, 2003, p. 9).

Learning about what it means to live well means understanding the difference between "residing" or "inhabiting" a place. When a person "resides'' in a place, there is often little regard for the community or the land because a resident often is temporary and ready to leave after they take what they need. When "inhabiting" a place, a person becomes part of the community, learning details of the place, both past and present. An inhabitant is constantly observing their community and working to give back to the community and the land they inhabit. An inhabitant also cares for and feels rooted to that community. Learning to be an inhabitant, as opposed to a resident, incorporates decolonization and reinhabitation. Both objectives are crucial to international higher education programming because without them, we only continue to further colonize efforts. Re-evaluating current international programming at universities with a critical pedagogy of place would allow us to incorporate these objectives – especially into study abroad.

By incorporating Gruenewald's (2003) critical pedagogy and place-based pedagogy blend with the idea of creating global citizenship programming for students in their local areas, globalizations efforts could open the experience and impact to a much larger population of students. Smith (2002) explains that "one of its [place-based education's] primary strengths is that it can adapt to the unique characteristics of particular places, and in this way it can help overcome the disjuncture between school and student's lives that is found in too many classrooms" (p. 593). Higher education professionals can work together with their international partners to incorporate place-based initiatives in programs abroad. By incorporating a critical pedagogy of place, place-based initiatives can avoid furthering colonization efforts and can instead focus on decolonization and reinhabitation within their own communities and others. Such efforts would require all current programs to be reanalyzed and deconstructed to rid of any aspect of the colonized mindset, and instead focus on the communities at large.

International partnerships would need to branch out further and institutions would have to work together closely to ensure that all voices in the communities involved are being heard and "to specifically name those aspects of cultural, ecological, and community life that should be conserved, renewed, or revitalized" (Gruenewald, 2003, p. 10). Incorporating place-based education into globalization would require constant development and change with the ever-changing needs of the communities and no two programs would be the same. The first focus would be decolonizing the mindset of students and the programs in place by "learning to recognize disruption and injury and to address their causes". Students would need to unlearn what dominant culture and schooling has taught them throughout the years and instead focus on more socially just and sustainable ways of being (Gruenewald, 2003, p. 9). Reinhabitation allows students to then learn to "live-in-place in an area that has been disrupted and injured through past

exploitation" (Gruenewald, 2003, p. 9). This study of place allows people to reeducate themselves in the art of "living well where they are" and the meaning of "living well" differ depending on the geography and culture of a location (Gruenewald, 2003, p. 9). When studying another culture, understanding what "living well" means to them can help students to informally learn about what is profoundly important in their lives and allow for a real connection.

Universities often focus too much on the global aspect of global citizenship, putting an emphasis on sending students abroad, and concentrate less on the citizenship aspect. However, the citizenship aspect will prompt students to help better the global community from their experience and transform their mindset from an individualized view. Without the proper initiatives, students can continue to travel the world, but will come back with the same closed mindset of their isolated society. The United Nations (n.d.-b) also includes that "promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own". It is contradictory for a university to put terms such as global citizenship in their missions or objectives, when they do not first ensure they are offering the proper programs and providing access to all students. By incorporating place-based initiatives into their programming, institutions offering education abroad can create a more sustainable program.

Research within Education Abroad

The importance of study abroad has grown immensely in the past century due to the continued growth of a global workforce. There has been more advocating for this type of programming to better prepare students for their post-graduate lives and the number of students studying abroad continues to multiply each year. As this area of higher education continues to grow, researchers are looking further into student intent, long-term benefits and outcomes for

participants, different methods of study abroad, and the overall importance of these experiences. As with any field in higher education, there are many critics of education abroad and whether it has data to support the claims it makes to validate its experiences. Studies are done to determine who is studying abroad, why students decide to participate, and the effects of their participation (Luo & Jamieson-Drake, 2015; Salisbury et al., 2011; Stroud, 2010). This section summarizes recent studies on the intent to study abroad, who is going abroad, and the outcomes seen from this experience. The studies also support the need for an intervention that gives back to the communities that support this type of programming and why fostering global citizenship is essential.

Who Goes Abroad and Why?

Analyzing which students study abroad and why is important because it shows who is *not* and gives insight into why they make that decision. Education abroad professionals must evaluate both populations because growth can come from the participants and from those who decide not to participate. Luo and Jamieson-Drake (2015) analyze data from the Cooperative Institutional Research Program (CIRP) survey of incoming first-year students upon entry to college and the annual Senior Survey given to graduating students exiting college. The CIRP provides data on who had intent to study abroad, and the Senior Survey then shows who participated in education abroad and the type of college development in order to analyze who studies abroad, why students study abroad, and what outcomes have been reported with both students and education abroad departments. They can align the student identification numbers of the CIRP participants with their Senior Survey responses to determine each student's outcome. Study abroad advertises its many benefits, but mostly attracts white, female, humanities or social sciences majors (Luo & Jamieson-Drake, 2015). Their study found that study abroad includes

benefits such as the capacity to understand moral and ethical issues, and communication skills. Luo and Jamieson-Drake (2015) "found that across three cohorts, students who studied abroad indicated higher gains in the ability to place current problems in historical, cultural, or philosophical perspective and to read or speak a foreign language" (p. 52).

While studies can find and support the benefits of education abroad, they also expose many of the large obstacles that students face when debating if the experience is worth its associated costs. Luo and Jamieson-Drake (2015) also found that many factors negatively affect ethnic-minority students' intent including financial resources, support networks, peer mentors, family, or social constraints, as well as the choice or availability of programs being offered abroad, and fear of discrimination abroad. While it is important to consider each of these obstacles, Luo and Jamieson-Drake (2015) explain,

> As the undergraduate population is so diverse today, study abroad professionals as well as student affairs professionals need to recognize the myriad differences and identify the specific needs among racial or ethnic groups in order to serve students in the most effective way." (p. 52)

In understanding the obstacles of education abroad experience, new programming can work to address these obstacles and create programs that are beneficial to a larger population of students.

Stroud (2010) examined the factors that may affect a student's decision to go abroad, such as parental income and education, gender, race, and intended major. While these are commonly analyzed factors, she also investigated the distance of the college from the student's home and their attitudes about other cultures (Stroud, 2010). Stroud (2010) explains that many of the findings just validate the trend that white females within humanities degree programs are

most likely to go abroad. There was a lack of information around parental income and concern over whether students guessed their parent's income on that section of the survey.

Salisbury et al. (2011) looked into the growth of study abroad in higher education, yet the lack of growth in the populations choosing to study abroad. While there has been evidence found that demonstrates study abroad can be influential in improving international awareness, intercultural competency, foreign language skills, along with a multitude of other benefits, study abroad remains disproportionately white when compared to the overall composition of postsecondary students (Salisbury et al., 2011). In the 2006-2007 academic year, 81.8% of students participating in study abroad were white, even though white students made up 64.4% of the overall student population (Salisbury et al., 2011). Salisbury et al. (2011) also looked at student decision-making processes to determine if this contributed to the disproportionate study abroad population.

They first look at Perna's integrated model of student college choice, in which students weigh the benefits and costs of college enrollment to determine if it will contribute to their overall human capital and eventual future earnings/quality of life (Salisbury et al., 2011). This human capital theory suggests that students only participate in experiences or activities that will help them improve the specific skills which they deem as important for future success. Salisbury, et al. (2011) that the factors that influence study abroad intent will affect white and minority (including African American, Hispanic, and Asian-American) students differently. They also hope to provide insights as to why this is and what can be done to increase minority participation. Overall, this study's findings were connected to well-known measures of human, financial, social, and cultural capital that frequently produce significant effects on whether a student chooses to study abroad (Salisbury et al., 2011). This study is an example of how study

abroad programming needs to incorporate the ideas of a critical pedagogy of place to decolonize and prevent the continuation of supporting white students while leaving other students behind.

Brux and Fry (2010) explain the benefits of study abroad and diversifying studying abroad as the world becomes more globalized. They then explain the benefits study abroad holds for multicultural students, their peers, their local communities, their host countries, and the global community (Brux and Fry, 2010). The impact of a study abroad program in Ghana on African American students included benefits such as rejecting stereotypes, distortions, and omissions related to education about Africa and to instead substitute more accurate representations (Brux and Fry, 2010). It also allowed these students to experience an emotional link to their slave history and examine American cultural values critically and analytically (Brux and Fry, 2010). These benefits were concluded from student essays submitted after their study abroad experience. Other students choose to study abroad for the purpose of learning more about their own ethnicity, also known as heritage seeking, and they have found that the experience of not finding their heritage abroad can almost be as enlightening as finding it (Brux and Fry, 2010). Even though these benefits were seen by their peers, many multicultural students do not choose to study abroad. Many students within this population are not even aware of the programs offered at their university and 85% indicated that no faculty or staff member encouraged them to participate in one of these experiences (Brux and Fry, 2010).

How to Assess Student Growth

McCleeary and Sol (2020) study the growth of study abroad within the United States over the past decade and how there needs to be a greater focus on the quality of the programming over the number of participants. Universities need to understand how each of the abroad models work and how to make the most of each model. The three models they focus on are full-immersion,

island, and hybrid programs (McCleeary & Sol, 2020). Full-immersion programs have students enrolled directly into a foreign university, taking courses with other students in that country. An island program involves some version of the home institution in a foreign country, whether it is courses taught by a home faculty member or a branch campus of the U.S. institution (McCleeary & Sol, 2020). However, the island model does not typically allow for much interaction with host country students (McCleeary & Sol, 2020). The hybrid model falls between these two models, implementing characteristics of each.

Using Erikson's (1968) eight stage identity development theory, as well as Chickering's (1993) Seven Vectors of Development, McCleeary and Sol (2020) examine how students move through autonomy toward interdependence and how the program design can affect this. The three components of moving through autonomy toward interdependence are instrumental independence, emotional independence, and interdependence (McCleeary & Sol, 2020). Using these student development theories as their framework and connecting them to student's study abroad experiences, they conducted interviews with students who had studied abroad within the past two to six months. They then evaluated each of the interviews to showcase examples of students developing their instrumental independence, emotional independence, and interdependence (McCleeary & Sol, 2020).

This study provides valuable information that examines how the different study abroad programs provide varying outcomes in autonomy and interdependence. The use of interviews provides the researchers with valuable information, even though it is not quantitative, in the type of growth that students see in themselves from their experience. This type of information is what students can use to grow upon their re-entry to their home institution. While there were opportunities for these researchers to ask their participants to expand further on certain parts of

their experience, this study showcases the importance of re-entry evaluations and programming that gives students a chance to incorporate their experience abroad into their home institution.

Wong (2015) examines the theme “Moving Beyond It Was Great”. This theme was put in place to demonstrate that study abroad programming was producing lackluster results and needed to incorporate new ways to promote a student’s intercultural competence, mainly through interventions (Wong, 2015). The conference believed that the current programs in place promised high expectations and in return, the only feedback they received from students was “it was great”. Wong (2015), however, does not entirely agree with these ideas. He first provides quantitative evidence from multiple studies showing the importance of study abroad programs in developing a student’s intercultural competence (Wong, 2015). He argues that students may not be explaining the outcome of the experience with the word “great”, but instead are explaining the intensity of their experience or how it moved them (Wong, 2015). This could also cause students to have a challenging time articulating what they learned and how they feel about their experience, especially if the impact of experience is latent and still building. He also argues that the expert panel agrees on the definition and assessment of intercultural competence, yet research shows little variety in the assessments used (Wong, 2015). He then argues against the conference’s idea that intervention is needed to have students better understand their experiences for a more thorough outcome (Wong, 2015). While he understands how intervening could aid student reflection, he does not believe it is entirely necessary. Alternatives to intervention could instead be social learning or situated learning (Wong, 2015). Social learning allows students to learn from modeling and imitating others in their social processes instead of being guided through reflection. Situated learning is often done outside of the classroom and is often not

directed by a teacher. Instead, less experienced students have simpler, but still important, tasks while more advanced students take on the central tasks.

Doyle (2015) discusses the variety of areas that can be evaluated when it comes to study abroad, aside from a student's physical grades or credits. The measurement of these areas is quantitative and provides departments with specific data that can be used to show success but counteracts the purpose of such experiences (Doyle, 2015). He argues that a more holistic approach to assessment would be best to produce the data needed for today's programs while also focusing on the growth of students (Doyle, 2015). He also argues that this type of approach would also be more comprehensive, allowing for study abroad professionals to have testimonials that go beyond vague descriptions like "it was life-changing" and providing students with a way to process their experience (Doyle, 2015). Using the Global Perspectives Inventory (GPI) to measure each student's growth in global learning and development, students are interviewed at three stages throughout their experience. They first have a pre-departure interview to get their GPI before their experience. Then, they have a midpoint immersion interview and re-entry interview to show their areas of growth. In this survey, they only examined students who studied in the college's Vienna, Austria program. Throughout the interviews, the interviewer connects statements from the students to the GPI scale in various categories, both intrapersonal and interpersonal, based on example GPI statements. This scale of reference to show student growth throughout their experience abroad provides data that grades and credits cannot provide. When a study abroad office is promoting a program, this type of data can show the growth students have when choosing to study abroad and they also have the interviews to justify the importance of these experiences. These interviews are useful in many ways, as well. Study abroad educators can use the feedback from these three stages of the experience to better strategize initiatives and

lessons to foster growth. This also provides students with more tangible proof of their "life-changing" experience. They can now see how they have grown over the course of their experience and can better articulate what they have gained. I really appreciate how this study focuses on the pre-departure and reentry stages because both are often overlooked in study abroad.

Outcomes of Study Abroad

Cubillos and Ilvento (2018) investigate the linguistic gains and cultural gains through the intercultural contact of students participating in short-term study abroad programs. They define intercultural contact as the frequency and quality of interactions with members of the host community (Cubillos & Ilvento, 2018). This focuses on the more personal interactions of students who are abroad, as opposed to common everyday interactions that may be short and simple. To measure intercultural contact, they decided to use the Intercultural Contact Questionnaire, which is a 59-item questionnaire that is divided into nine different sections that encompass the overall improvement (Cubillos & Ilvento, 2018). They completed this study with students participating in short-term winter programs to Spanish-speaking countries at the University of Delaware. They received completed measurements both before and after their program from 39 participants, aging from 18 to 22 years old. This group of students was almost two-thirds female, and more than half of these students were Spanish minors. Some of the programs they evaluated were for advanced beginners in their first or second year of college-level Spanish while the other groups were intermediate to advanced students in their third or fourth year. The overall results found that there is no significant impact on intercultural contact in these eight-week island model programs (Cubillos & Ilvento, 2018). They state that it is not clear whether this was because of the way these programs were conducted, a limitation of the

cultural tasks that they were presented, or if it was due to the short-term format of these programs (Cubillos & Ilvento, 2018). This type of program limits what students can accomplish when it comes to intercultural contact because there is often little time for students to gain the confidence to break free from their small group of US culture in a foreign country. Since they are often in groups with other students from their home institutions, they often continue to speak their native language and remain close to their native customs. These programs are often filled with scheduled "cultural activities" that get in the way of students forming meaningful connections with the local community. This study provides useful insights in what island-programming could do to provide a more meaningful experience for students instead of a vacation-like experience. Their critiques of these island programs can be used to better incorporate intercultural contact opportunities.

Mitic (2020) analyzed the connection between students studying abroad and their post-college volunteering. He uses human capital and status attainment theories to argue that a high-impact education practice like study abroad contributes to this correlation (Mitic, 2020). The United Nations push the importance of volunteerism in their 2030 Agenda for Sustainable Development and scholars believe both civic engagement and education are important for a "healthy democracy". He uses the Education Longitudinal Survey (ELS) which contains the information needed on both study abroad participation and civic engagement outcomes. This survey in 2002 first collects information on a sample of tenth graders, then follows up four years later to see if they have progressed into college, and finally, six years later, collects information when the sample is around 26 years old. He did find that there was a slight correlation in students who study abroad and their post-college volunteering, with study abroad participants being 26% more likely to participate in volunteering opportunities after they graduate than their non-study

abroad classmates (Mitic, 2020). While informative, this longitudinal study is not made for determining if education abroad led to participating within volunteer programs or not.

Summary of Research

A common trend among researchers is the investigation into why students choose to study abroad and why this intent potentially changes within the first year or two (Salisbury et al., 2011). Programs could begin to incorporate pre-departure programs to prepare students for their upcoming experience. This type of initiative could also aid students who may be on the fence about whether participating is the right path for them to choose. A pre-departure program could be a series of advising sessions for students who have concerns or meetings for students who need assistance in navigating the pre-departure process.

Using this research, there is also a clear need to address the lack of a reentry process offered for students returning from their study abroad experience (Doyle, 2015; McCleeary & Sol, 2020; Wong, 2015). Focusing on a student's reentry, especially from a more holistic perspective, could benefit both the student and the overall field of study abroad, as well. This would allow students the chance to reflect on how they have grown throughout their experience, help them focus on the objectives of their experience, and could give these students a chance to express their overall growth to others. Study abroad programs often have objectives for students in areas such as global competency, intercultural contact, and interdependence, but each of these objectives has an indefinite end so they are impossible to achieve and measure with quantitative values.

Conclusion

Overall, the research shows that change is a necessary part of creating an impact within a student's higher education experience. Within education abroad, an important change that needs

to be incorporated comes with pre-departure initiatives, reentry programs, and holistic assessment. In the past decades, many areas in higher education have needed to enact change to address the constantly growing and diversifying student population (Salisbury et al., 2011). The research shows that study abroad should change, too, if it wants to continue to be an impactful experience within higher education (Taïeb & Doerr, 2017). With more clearly defined outcomes, the overall experience, from pre-departure to reentry, will become more meaningful, measurable, and attainable, which will benefit students and institutions. As technology and transportation create a more globalized world, education abroad continues to play a significant role in preparing students to become a member of that global society. Many of the education abroad programs offered at universities across the United States still focus exclusively on the experience and now should develop programs to improve the overall journey and learning. Change could lead study abroad to a more equitable and immersive experience in the field of higher education.

Chapter Four: Program Design

Available literature and research suggest that there is room for improvement within education abroad programming (Taïeb & Doerr, 2017). Universities have the goal of preparing students to be global citizens, but often do not explain what this means to the students or how students can work toward beginning this lifelong goal. Without knowing what it means to be a global citizen, students will not know how to work towards such a large goal and could end up reproducing the harmful ideologies, such as individualistic goals and the human capital mindset, discussed in the previous chapter.

The proposed intervention, the POLARIS program, would be incorporated into the education abroad office on a college campus. POLARIS comes from the New Latin term given to the North Star. In many diverse cultures throughout the northern hemisphere, including those of the Indigenous peoples, this star was used as a guiding light for humans who were navigating in their travels due to its almost unmoving nature in the night sky. Similar to this star, this intervention aims to guide students through their education abroad experience and eventually create POLARIS Leaders among students who have returned from their own experiences abroad. These leaders will go on to be the guiding lights for the pre-departure students and continue to guide students as they venture abroad. With guidance throughout the pre-departure, community collaborations both local and abroad, and constant reflection upon re-entry, the POLARIS program aims to foster global citizenship and give back to the communities that are giving so much to education abroad participants.

Theory to Practice

In 2015, the United Nations (n.d.-a) released their 2030 Agenda for Sustainable Development and all United Nations Member States adopted the 17 Sustainable Development

Goals (SDGs) that went along with it. The 17 SDGs urged all nations, both developed and developing, to join together in global partnership to achieve the overall mission of peace and prosperity for people and the planet. The concept of global citizenship is one of the targets of the fourth SDG, “Insuring Inclusive and Quality Education for All and Promote Life-Long Learning”, as one of the targets. More specifically, the United Nations (n.d.-a) states that “universities have a responsibility to promote global citizenship by teaching their students that they are members of a large global community and can use their skills and education to contribute to that community”. In the mission statements of multiple Education Abroad offices, the term “global citizenship” is found frequently, which showcases the importance of fostering this mindset in students that participate in education abroad programming.

While the term “global citizenship” is used in mission statements and is seen as a value within education abroad departments, study abroad is also important for future employability. The benefits listed include gaining skills needed for the global workforce and “getting ahead” of other students. If students are only choosing to participate in education abroad because it will be a highlight on their resume, they are being driven by individualistic goals that are often associated with a human capital mindset (Brown, 2015). The human capital mindset is the idea that you are only valuable in what you bring to the economy. A global citizen will “act without limits or geographical distinctions and they do so outside the traditional spheres of power” (Bachelet, 2016). Education abroad offices should acknowledge when students say that their experience was great, and work to incorporate a more diverse range of assessments to better understand what students are trying to say. To shift the human capital mindset into a mindset that centers community needs over individual needs, the POLARIS program aims to incorporate a critical pedagogy of place into pre-departure sessions, community collaborations, and re-entry

practices.

Critical Pedagogy of Place

A critical pedagogy of place combines critical pedagogy with place-based education, resulting in two main objectives: decolonization and reinhabitation. Within this pedagogy, decolonization involves identifying and changing ways of thinking that can injure or exploit other peoples and places. Reinhabitation then identifies, recovers, and creates material spaces and places that teach us to live well in our total environments. Gruenewald (2003) describes the idea of "living well" and explains how the meaning can vary depending on the culture and the geography of a place. Learning about what it means to live well in a community often comes from inhabiting a place instead of just residing there. When one "resides" in a place, they are often a temporary resident who does not have much regard for the community around them or the damage they may cause to a space. "Inhabiting" a place involves being part of a community, knowing details of the place, and observing new details constantly. An inhabitant also cares for their community and feels rooted to that community.

Critical pedagogy of place should be taught in the pre-departure phase of an education abroad program because this will allow students to differentiate this type of work from traditional community service. While both can be beneficial to the community, a critical pedagogy of place makes sure the community has a voice in the work being done. As a student participates in education abroad experiences, they are only in a place for a temporary amount of time, but the pre-departure programming would be intentional to teach students methods of being inhabitants of their abroad community instead of residents. A key element to fostering global citizenship is playing an active role within the global community, and a critical pedagogy of place offers ideas to make this type of integration intentional.

Critical Action Research

Kemmis (2008) simplifies the definition of critical action research (CAR) as research *for* education rather than research *about* education. This type of research aims to work with a community and address key issues within that community. Within CAR, cycles aid the research in meeting the ever-changing needs of the communities it hopes to support. With CAR, the cycle begins with planning, where key research questions or problems are addressed. Then, key community stakeholders and partners work together to develop the research methodology and begin to put their plan into action. As this methodology is implemented and acted upon, there is a period of observation to see the results of the actions put in place and, with these observations, there is then reflection on the results found. From this point, the cycle must begin again with a re-evaluation of the former research questions and the addition of any new questions that were found throughout the process. The POLARIS program incorporates this cyclical aspect to make sure it is constantly evolving and improving with the needs of the ever-changing pre-departure students coming in. As each new group of students enters the re-entry phase and POLARIS Leaders step into their roles, reflection will take place on what pre-departure sessions were useful to their growth while abroad and what information would have been helpful to know prior to their departure.

Purpose of Program

At the heart of the POLARIS program are two main goals: fostering global citizenship within students and giving back to the communities abroad that partner with the institution. Global citizenship is a mindset that has infinite possibilities and no definitive end point. It "provides a perspective focused precisely on developing a society actively committed to achieving a more equitable and sustainable world, promoting respect for dignity, diversity and

human rights and, respecting the environment and fostering responsible consumption" (United Nations, n.d.-c). While it has no conclusive end, fostering this mindset within students is still important and can help students strive to further their global citizenship mindset for the remainder of their lives. The POLARIS program plans to address how education abroad programs give back to the host communities that support them, but in a manner that incorporates a critical pedagogy of place that centers the communities and their values.

Below are the program objectives and learning outcomes that correspond to the first program goal:

- **Foster global citizenship within students:**
    - Program Objective #1: The department will record the students' results from the Global Competence Aptitude Assessment (GCAA) before and after students participate in an education abroad experience as part of the POLARIS program.
        - Learning Outcome #1: Pre-departure students will describe two achievable goals for their study abroad experience based on their GCAA results, as a result of participating in the pre-departure program. (They can use the readings and suggested activities from their results to help create these goals.)
        - Learning Outcome #2: When abroad, students will process and transcribe their experiences each week to reflect on their experience and the progression of their goals.
        - Learning Outcome #3: In re-entry, students will be able to define, in their own words, what it means to be a global citizen.
    - Program Objective #2: The department will create a POLARIS Leader program for students returning from education abroad.

        - Learning Outcome #1: After completing the GCAA upon their return from their study abroad experience, student study abroad leaders will compare 6 of their 8 dimensions of global competence scores with the scores they received prior to their experience.
        - Learning Outcome #2: After reflecting on their GCAA results, the student study abroad leaders will design two or three workshops or learning sessions for students entering the pre-departure phase of their study abroad experience.
        - Learning Outcome #3: Study Abroad leaders will counsel students who are abroad to see if they have any questions or need any assistance.

Second, this program plans to address how education abroad programs could give back to the host communities that support them, but in a manner that incorporates a critical pedagogy of place, which centers the communities and their values. Below are the program objectives and outcomes that correspond to the second program goal:

- **Give back to the abroad communities that partner with the institution:**
    - Program Objective #1: Professionals in the department will continuously work with leaders at the partner institutions and within the community to develop the best ways their students can collaborate with the community once they arrive. (i.e., volunteer opportunities, internships, etc.).
        - Learning Outcome #1: Students will apply the concepts of a critical pedagogy of place when participating in community activities locally and abroad.
    - Program Objective #2: Students will each participate in weekly community activities when abroad.
        - Learning Outcome #1: Students will integrate themselves in the language and

culture by interacting with members of the community.

- Learning Outcome #2: Students will explain their community activity by answering questions throughout their journaling.

Program Proposal: The POLARIS Program

The POLARIS program is an intervention for education abroad with influences from the education philosophy and literature in the field of education abroad. The program has many different layers and is cyclical, mimicking the cyclical nature of the education abroad department. Students have three phases when studying abroad, (a) the pre-departure phase, (b) the experience abroad, and (c) the re-entry phase. This intervention focuses on each phase individually that eventually overlap so students can learn from each other within each phase. The pre-departure phase takes place throughout the semester prior to the student leaving their home institution to attend an abroad institution. The education abroad experience is whichever type of education abroad program the student chooses to participate in, whether it is a year abroad, a semester experience, or a short-term program. The POLARIS program is intended to be flexible and accessible for whichever type of experience is selected. Finally, the re-entry phase takes place once the student returns to their home institution's campus. After students from the re-entry phase participate in reflection activities, they will then be able to utilize some of the skills they gained abroad as POLARIS Leaders to help the next group of pre-departure students.

Pre-Departure Phase

The POLARIS program would begin with students in the pre-departure phase, where they would be given the Global Competence Aptitude Assessment (GCAA), which can take between thirty minutes to an hour to complete. This assessment provides students with scores in eight dimensions of global competency, both internal and external, and is acclaimed by many higher

education professionals (GCAA, 2020). It is helpful in furthering global competence skills by offering a variety of suggestions for development and asks participants to respond to situational questions (GCAA, 2020). This assessment differs from traditional quizzes and surveys because there is never a right answer or a wrong answer, but the answers provided help determine your skill level in each of the eight dimensions of global competence (GCAA, 2020). Self-awareness, risk taking, open-mindedness, and attentiveness to diversity are four dimensions that the GCAA categorizes as internal readiness (GCAA, 2020). The external readiness dimensions are global awareness, historical perspective, intercultural capability, and collaboration across cultures (GCAA, 2020). Once the assessment is complete, participants are instantly provided their scores in each of these dimensions and in the overall readiness categories in a packet that they can keep (GCAA, 2020). Not only are each of the scores explained thoroughly, but the results show strengths and areas of development (GCAA, 2020). Referring to low-scoring dimensions as an "area of development", as opposed to using the word "weakness", showcases how important growth is throughout this assessment (GCAA, 2020). The results packet even provides the participant with self-study readings and activities that could aid growth within a specific dimension (GCAA, 2020). The results would be reported to the education abroad office and students would continue to reflect on their results throughout the pre-departure phase (see Appendix A).

Using their GCAA results, students in the pre-departure phase would work with their POLARIS Leaders and the professional staff to create at least two goals that focus on improving two dimensions within their GCAA results. Throughout the pre-departure experience, students would attend various sessions and activities led by the POLARIS Leaders (explained in the *POLARIS Leader Program*). These sessions and activities would cover basic topics in the

beginning of the program, including how to fund their experience, preparing students for what to expect when abroad (i.e., culture-shock, varying beliefs, etc.), helping with passport/visa information, and what it means to be a global citizen. During this phase, students would also learn about a critical pedagogy of place, to understand how they can give back to the communities they will be entering. As explained in earlier chapters, a critical pedagogy of place has its foundations in critical pedagogy and place-based education, which provides a foundation of this concept and how education abroad could shift focus to be mutually beneficial to both the students and the communities that support these students (Gruenewald, 2003). Pre-departure students would participate in local "community collaborations" in this phase, to see examples of working with the community. The community collaborations would be service activities that take place within the community of their home institutions. For these types of activities, the Education Abroad Office could partner with the Civic Engagement Office on campus to find local opportunities for the POLARIS students. Lastly, the sessions would begin to prepare the students for the expectations of their education abroad experience, explaining the journaling and community collaborations abroad that will be available.

Education Abroad Experience

There are not many changes that need to be made to the actual education abroad experience, because going abroad is already the focal point of many education abroad offices or affiliate programs. This is the time when students are truly able to immerse themselves into the culture of these communities and the POLARIS program aims to add to the work that is already being done. After participating in the pre-departure phase, students will now have many resources to prepare them to enter this new community abroad and will be ready to make the most of this experience. While abroad, students will have journal prompts (see Appendix B) for

their experience and the logging of these journal entries could be done in a variety of formats at least twice each week. Students could write journal entries on paper or electronically, create blogs or vlogs, or utilize social media to post and summarize their experience. These options will allow students to choose the method that works best with their own personal preferences to allow for the best results. The reflection entries will provide an opportunity for students to remember details of their experience long after it has passed and will help them to keep track of their progression towards the goals they made in the pre-departure phase. If students feel like they are forced to reflect in a way that does not benefit their learning style, they will not be inclined to reflect as deeply, which could become a miseducative experience, as defined by Dewey (1938). A forced reflection entry may answer the question, but it will likely not have the same meaning as a student who is using their critical thinking skills to truly analyze their experience, reflect, and document how they are feeling throughout (Dewey, 1938).

Along with the weekly reflections, the POLARIS program aims to incorporate service into the education abroad experience. While abroad, students will be expected to participate in weekly "community collaboration" activities. The community collaborations will be an opportunity for the students to interact with members of the community and give back to the place that is hosting them for the duration of their experience. The professional staff of the home institution will work with the abroad community to create partnerships, so students have a multitude of community collaboration activities. A key part of these collaborations is centering the community and determining their needs with their input with the incorporation of a critical pedagogy of place (Gruenewald, 2003). Students will be able to use the skills they learn from their home institution's community collaboration to better transition into this work abroad. This will also encourage this type of work moving forward in their lives.

Re-Entry Phase:

Once students arrive back to their home institution, they will begin the re-entry portion of their study abroad experience. This part of the POLARIS program is broken into two sections: the POLARIS Re-Entry Conference/Evenings of Reflection and the optional POLARIS Leaders program.

POLARIS Re-Entry Conference & Evenings of Reflection

The POLARIS Re-Entry Conference would be a six-hour event offered on a Saturday with food and beverages to all POLARIS program students who are returning to campus from an experience abroad (see Appendix C). Part of the agenda at the conference would be the re-entry GCAA for the students to take again. Students would then reflect individually on their re-entry scores and collaborate to discuss the results they are seeing in their GCAA packets. This day would be full of students sharing the stories of their experience abroad, listening to the struggles and successes of their peers, and reflecting on what they were able to achieve. Students would interview one another and share with the group what was discussed. The POLARIS Re-Entry Conference would be the only required re-entry event and the following Evenings of Reflection would be highly encouraged. The additional Evenings of Reflection would only be one- to two-hour long sessions for students to come together again and talk with one another. These sessions would be an opportunity for students to continue their reflection and discuss topics like reverse culture shock, which often affects students when they return from abroad. The Evenings of Reflection are highly encouraged because mandated participation could possibly take away from the benefits of these programs.

POLARIS Leader Program

Toward the end of the POLARIS Re-Entry Conference, students will be presented the

opportunity to take part in the POLARIS Leader program. Students would not be required to participate in the POLARIS Leader program, but it would be open to any student who had completed their experience abroad and attended the Re-Entry Conference (see Appendix D). The POLARIS Leaders would collaborate and use their reflections and their GCAA results to plan and lead sessions for the new group of pre-departure. New POLARIS Leaders will be partnered with current POLARIS Leaders when planning and leading the pre-departure sessions, so they are able to learn from students who have led sessions previously. The POLARIS Leaders would continue to participate in community collaborations with students in the pre-departure phase and would act as "guiding lights" to these students. While abroad, students would be able to reach out to their POLARIS Leaders if they need any advice or have a question about their experience. The POLARIS Leader program brings the entire POLARIS program full-circle and allows these students the opportunity to continue reflecting on their experience.

Obstacles for Implementation

The POLARIS program offers a variety of benefits with this transformation of education abroad, however, change does not come without obstacles. One of the biggest obstacles would be student participation and finding a method to incorporate this type of program without inconveniencing the students. The pre-departure sessions would involve a lot of time and effort from students but have many important benefits to make the most of the experience abroad, so it may not be best if it is optional to attend. However, if the POLARIS Program is incorporated as a course that could count as an elective, it could potentially face the challenge of gaining support from the university and meeting curriculum requirements. Education abroad is already inconvenient for many students, whether they do not have any extra elective classes to take abroad or whether they do not have time to go abroad because it would affect their graduation

timeline. It is not the intention of this program to make education abroad more burdensome. Incentivizing the pre-departure sessions could potentially help with attendance rates during that phase of the POLARIS Program.

Another obstacle is accessibility when it comes to the cost of participating in education abroad activities. It is one of the most important factors that I would like to address when working with students who intend to study abroad, but it is an experience that involves many different expensive aspects. I am continuing to explore various fundraising, grant, scholarship, and funding paths that may help in this area. As the POLARIS program continues to develop and become more student-led, professionals within the education abroad office could begin to shift their focus towards accessibility and inclusion with the study abroad programs.

Professional Competencies within the POLARIS Program

When analyzing the American College Personnel Association (ACPA) and National Association for Student Personnel Administrators (NASPA) Leadership Competencies, each foundational outcome intersects with the POLARIS program, with some having a larger influence than others. ACPA and NASPA (2015) explain that the intersections of these competencies within programs and even the intersection of the competencies with one another is important when working toward the advanced level of each. ACPA and NASPA (2015) state that "in addition to intersections with other competencies, most outcomes intersect, whether directly or indirectly, with three points of emphasis identified for the competencies: globalism, sustainability, and collaboration" (p. 10). Globalism, sustainability, and collaboration play a key role in the creation of the POLARIS program, the creation of the program objectives, and the learning outcomes for the students participating in the program.

One of the most prominent competencies is Personal and Ethical Foundations, which

"includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth" (ACPA & NASPA, 2015, p. 16). Fostering global citizenship contributes to our personal and ethical foundations which "grow through a process of curiosity, reflection, and self-authorship" (ACPA & NASPA, 2015, p. 16). Both professionals and students are furthering the POLARIS program and continuing to foster global citizenship each semester by building off their curiosity of the world. With reflection and self-authorship, they can analyze the ways they can make the world a more just and sustainable place for all inhabitants.

Social Justice and Inclusion is the second competency found frequently throughout the POLARIS program. As ACPA and NASPA (2015) explain, "this competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context" (p. 30). This competency focuses on the importance of creating learning environments that seek to address issues of oppression, privilege, and power. The POLARIS program focuses on creating a learning environment that is mutually beneficial to both the students and the communities involved, so that there is not a continuation of past oppression. These community collaborations center the needs of the community involved, giving them the power to express their needs and work together to address them.

Globalism, sustainability, and collaboration are essential to the POLARIS program and can also be found within the outcomes of the ACPA and NASPA Professional Competencies. Using the foundational, intermediate, and advanced outcomes within each competency can help further the goals and outcomes of the POLARIS program. The outcomes give additional ideas to improve within each competency area, and while they are aimed at professionals within student affairs, these outcomes could help students grow and aid the work being done within community

collaborations, as well.

Conclusion

Beginning in the pre-departure phase, the POLARIS Program aims to shift the mindset of education abroad from human capital to global citizenship. Students begin learning about what it means to be a global citizen and incorporating a critical pedagogy of place into how they give back to their local communities. With these foundations, and with the guidance of POLARIS Leaders, students can take these skills and utilize them in their experience abroad. While abroad, it is important to incorporate weekly reflection, so students are critically thinking about why they are centering their community's needs and what it means to "live well" within their community. When in the re-entry phase at their home institution, POLARIS students will further reflect on their experiences with one another and aim to verbalize how they have grown through this experience. In centering the community throughout this process, students are developing mindsets that work to support the world-wide community. In continuing forward with the POLARIS Leader program, students showcase that they want to keep fostering global citizenship within themselves and help guide other students throughout their journey to becoming a global citizen. While the benefit of the POLARIS program is not entirely tangible, these students will continue to work to create a more sustainable and fairer world for all. Once the POLARIS program becomes more student-led and autonomous, the professionals within the education abroad office could focus more attention on offering accessibility options for all students. More details on the future plans of this program will be discussed in Chapter 5.

Chapter Five: Implementation and Evaluation

To bring the POLARIS program into education abroad offices, there are many steps that would need to be planned. First, each office would need to consider the timeline of this program and where to begin with the implementation. Within this program, each phase needs to build on the progress of the one before, so it will take time to have all parts running smoothly. Once the timeline is determined, the education abroad office will need to discuss the logistics of the budget and type of leadership needed to guide this type of program. While the budget of this program is not extensive, it is key to the implementation of the POLARIS program and one of the most expensive elements is the assessment. The Global Competence Aptitude Assessment (GCAA) is an important aspect of this program to aid students in their goal creation and reflection, but there are also informal assessment aspects throughout. With proper implementation and evaluation, the POLARIS program could eventually grow to focus on many of the accessibility obstacles within education abroad.

Implementation Timeline

Students are constantly going abroad and returning. This proposed timeline can be easily adjusted to begin at any point within the year, but the overall implementation would take four years of planning and programming before it can fully become a student-led intervention. Due to the nature of the intervention, the timeline of implementing this program would need to be split into numerous stages that continue to build on each other. A visual of the timeline can be seen in Appendix E.

Year One

In the first year, the professionals within the office will need to work towards learning a critical pedagogy of place and partnering with civic engagement offices on-campus, because they

will need to lead the first round of pre-departure sessions and community activities. This initial stage would begin in the first fall and spring before the first group of POLARIS students begin the program. This time would be used by the professionals to begin planning what the pre-departure sessions will look like, collaborating further with the education abroad communities, scheduling the POLARIS sessions throughout the upcoming fall semester, and coming up with marketing pieces to reach out to students interested in this type of education abroad programming. This would also be the time to reach out to donors who can help support the POLARIS program and research grants that could also assist with funding.

Year Two

The second year of implementation would begin the next fall, when the professionals within the education abroad department would focus on offering the pre-departure programming to students who sign up to participate in the POLARIS program and plan to go abroad during the spring semester. Throughout this semester, the education abroad professionals within the department would guide the students through the pre-departure areas such as administering the GCAA assessment, creating goals, and leading community activities and sessions. While this group is abroad, the second spring will be spent with a new group of pre-departure students and will also be led by the professionals within the office. This overlap will need to take place to prepare both groups for the next phases of the POLARIS program. Once the first cohort returns from their experience abroad at the end of the second spring semester, they will be sent information regarding the re-entry phase of the POLARIS program. This will include information for the POLARIS Re-Entry Conference in the upcoming fall, dates for the POLARIS Evenings of Reflection in the fall, and information about becoming a POLARIS Leader to spark their interest in taking on a leadership role with the program.

Year Three

The third year would have pre-departure programming led by the professional staff again, since many of the first cohort POLARIS students are now entering their re-entry phase. The planned POLARIS Re-Entry Conference would take place on a Saturday within the first month of the semester, so that the experience is still fresh in their minds. This is when the students would be asked to submit their interest in becoming a POLARIS Leader. Once the POLARIS Leaders are selected, they would begin to help the professionals lead pre-departure sessions, the evenings of reflection, and local community collaborations. Since the evenings of reflection will also be their own time for reflection, they will be able to shadow and participate with their cohort of POLARIS students. Each POLARIS Leader will also be given a group of pre-departure students who will be able to contact them when abroad, should they need guidance. When the second cohort POLARIS students (who are abroad in the fall) return, they will be provided the same information as the first cohort and will repeat this same process in the spring semester. In the spring semester, the first cohort of POLARIS Leaders will begin to take on more responsibility in the pre-departure sessions and evenings of reflection. POLARIS Leaders from the second cohort will be paired with those in the first cohort, to begin shadowing them and learning the responsibilities of this position.

Year Four

The fourth year is when we begin to see the POLARIS program become entirely student-led, with some guidance and spectating from the professionals within the education abroad office. POLARIS Leaders would be given the opportunity to reflect with the professional staff on what is working and what needs to be improved. As new groups of POLARIS Leaders come through, they would continue to be partnered with current leaders and aid in pre-departure

sessions and local community collaborations.

Budget and Funding

The budget of the POLARIS program is based on the costs of implementing each phase (see Appendix F). Education abroad is a costly experience. The overall idea would be to make it free of charge to the students who choose to participate. As part of the first year of planning and programming, the professional staff would need to propose the below budget to determine the type of funding they can receive from their institution. From there, they would need to investigate possible grant options and reach out to potential donors. It would be best to reach out to alumni who have participated in education abroad, because they would have a shared belief that this type of programming is important and beneficial. These alumni could sponsor an individual student for a set fee or optionally donate more to the program, if they have the means.

To assess student growth and have students examine their global competence, students would be given the Global Competence Aptitude Assessment (GCAA, 2020) during their pre-departure phase and then again upon their re-entry. The pricing for this assessment was an estimate based on fees that other institutions (e.g., Virginia Tech) charge students. At Virginia Tech, the GCAA is optionally offered to students who want to participate in intercultural training sessions, and it charges $15.50 per student to take the assessment. With that cost in mind, and then doubled since students will take the assessment twice in this program, it cost the department $31 per student, or $1550 for 50 participants. The Global Competence Associates, the creator of the GCAA, charges depending on the size of the group, so this pricing may even vary depending on how many students participate in the POLARIS program.

Other costs associated with the POLARIS program are in connection to the POLARIS Re-Entry Conference, which takes place twice each academic year, and the pre-departure

sessions and evenings of reflection throughout each semester. The Re-Entry Conference is six hours long on a Saturday, but there are often spaces on a campus that can be reserved for free, as long as the space is requested in advance and the event is approved. There would be a small breakfast, lunch, and light refreshments provided, and based on campus catering options, that could run around $30 per student. If 50 students participate in the POLARIS program when it begins, the cost would be approximately $1,500 to cater the conference. There would also be a small budget of around $200 per semester set aside for supplies at this event. There will be time for reflection and collaboration, and the activities that accompany that time may require supplies like writing utensils and paper. For the pre-departure sessions and evenings of reflection, some type of food and beverage would be served to further encourage student participation. If there are seven of each event per semester and each event is allotted $150, this would be a cost of around $2100 per semester.

During the POLARIS Re-Entry Conference, it would also be a nice addition to provide the students with t-shirts, or some other memento to commemorate their participation in the POLARIS program. This would cost, at most, around $20 per student, which would be around $1000. Overall, with around 50 students participating in the POLARIS Program to start, the total for one semester would be around $6350, which would be $12,700 for the academic year. Then, if the POLARIS Program has 20 students receiving stipends of around $1,250 per semester, it would be an additional $50,000 to the budget. The addition of a semesterly stipend would encourage students to continue forward to become POLARIS leaders. This position holds a large amount of responsibility and plays a vital role in the success of the POLARIS program, so the students should be compensated for the work they are doing.

Leading the Intervention

Higher education is constantly evolving and adapting to the needs of the student population. All colleges and universities must change with the growing needs of their students and the world, otherwise they will fall behind those that choose to adapt. However, there are many departments within college campuses that have grown comfortable with how things are done and continue to operate the same way they did fifty years ago. These are the areas that need "champions" to push for new interventions and changes that will better their campus and their students. A champion, in this context, refers to the leaders within an institution who are willing to dedicate themselves to an intervention and have a passion to see this change through completely. These leaders must have specific characteristics that allow them to implement change within their entire institution. They must create a well-planned strategy and be able to persuade others to support their plan, as well. There are many characteristics of both effective and transformative leadership that are required and with change comes many leadership challenges that must be overcome or navigated properly.

The POLARIS program provides a new version of study abroad programming that includes the incorporation of the community into the partnerships with various institutions around the world, requiring students to give back to the communities and truly inhabit the place. This new intervention would require education abroad programs to coordinate community activities into the students' experiences. To implement such an intervention, specific leadership characteristics would be necessary for both effective and transformative leaders. While these two types of leaders may have differences, both are necessary to enact change. To be an effective leader within the field of higher education, student affairs professionals must understand their strengths and utilize those strengths to the best of their ability. Each leader brings their own

specific set of strengths and no leader can be strong in all areas. Effective leaders must accept this and learn to balance those weaker areas by building a team that brings in other strong points. Effective leaders know what goals they are trying to accomplish and utilize each member of their team to find the best possible outcome.

Bolman and Deal believe that leaders must look at and approach various organizational issues through the four frames: structural, human resources, political, and symbolic (Sriram & Farley, 2014). The structural frame emphasizes order, direction, and efficiency because the organization is viewed as a factory (Sriram & Farley, 2014). The human resource frame "thinks of an organization as a family of people who care for and support one another" (Sriram & Farley, 2014). This type of leader would focus on individual growth and participation by being supportive, empowering, and encouraging growth. Political frames see the organization as a battleground with limited resources and divergent interests where groups are divided into subgroups and these subgroups must align their common goals to create alliances to succeed (Sriram & Farley, 2014). Lastly, the symbolic frame views the organization as a theater with stories that contain heroes and villains (Sriram & Farley, 2014). This frame captures the meaning, purpose, and values which they are then able to use to inspire others.

The structural and human resource frames would commonly be used by effective leaders, to work with their team to create the desired outcome. The political and symbolic frames would be more commonly found in transformative leaders because these frames require persuading others to see your purpose as important and want to help you enact the change you seek. To implement a new intervention, though, a leader must be both effective and transformative. When implementing a new intervention, a leader must have a strong and supportive team that is willing to work towards a common goal and must also be strategic about planning and executing their

intervention. This leader should also be willing to influence others who may not be supportive or who may disagree with their intervention.

One of the most important aspects of leadership in higher education is making sure that decisions are based on what is best for the students. It is easy for a leader to get lost in simply making a profit or settling for a simple solution that may not be the best; these are not student-oriented solutions. A student-centered leader will base their decisions on what is best for the student overall, even if the student cannot immediately see the benefit. If leaders do not focus on the students' needs or their learning experience, the student will be held back and struggle to succeed as much as they could have.

One of the first steps in implementing this new intervention into the student abroad program would be to figure out the many ways this intervention would benefit students. If others within the department are also focused on student success, they will connect with this common purpose. The POLARIS program could not be implemented alone and would first need the support of those working within the study abroad department. If implemented, those working within this department would be directly affected and would need to work together to make sure the implementation ran smoothly. This stage of implementation would require the human resource frame to align goals within the department and create a solid support system. A challenge could arise at this point in creating that common purpose. It may take time to have others see the importance of this intervention, but this is a crucial time for listening to their concerns and addressing their skepticism. In doing so, team members feel heard, and this time helps leaders to work towards gaining the trust and respect of coworkers. Trust and respect are important aspects in creating a team that can work together.

Once it is determined “why?” this intervention is necessary and the team is collaborating, it will be easier to figure out “how?” it is going to be implemented. This portion of implementation would require the strategic planning of the structural frame. It would be easier to figure out how to include service into a study abroad program with the help of other professionals within the department. Being professionals in this area, they all have the knowledge and backgrounds that will be useful, and each member could bring positive ideas to the table for creating a smooth implementation. It is also crucial as a leader to allow the members of your team to contribute to the common purpose because it will help each set of individual goals to align and create a more effective group. As a leader, you may need to give an overall end goal, but allowing your teammates to figure out the steps in between with your guidance, will develop future leaders. Challenges at this stage of the implementation could include disagreements among team members and divergence from the original goal, but a good leader will keep their team on track, monitor progress, and mend disagreements by reminding the team of their common purpose.

The political frame will need to be used once the strategic plan is developed and the team is ready to propose the implementation. Additional funds may be necessary so members of the department can travel and properly connect with service organizations abroad or even an additional member to the department may be necessary. Connections will need to be made with multiple departments on campus to make sure the implementation is done correctly and following all required guidelines. To acquire the proper funding and influence the necessary departments, bargaining will need to be done and alliances will need to be created. Many challenges will come with this stage because influencing others and creating alliances takes a lot of time and effort. They have their own set of goals and need to see how helping implement this

study abroad intervention will benefit them and their set of students. This program would need to be marketed in a way that highlights its importance while also highlighting its value to the institution (see Appendix G). Resources, such as funding, are usually limited on campus and can only be given to the departments and interventions that are extremely necessary to student development. If the negotiations are not well planned, they could fail and cause the entire intervention to start over. This is where the symbolic frame could be useful. By knowing the meaning, purpose, and values of this intervention and matching them to the meaning, purpose, and values of the institution, which is what colleges often thrive on (Sriram & Farley, 2014). This frame would inspire others to see why the department feels so strongly about implementing service into a study abroad program and how doing so is working towards following through on the institution's mission statement.

Assessment and Evaluation

The assessment pieces of my intervention run throughout the study abroad process, beginning in the pre-departure phase, fueling the experience, and then continuing to build in the reentry period. Throughout the literature around education abroad, it was incredibly clear that assessment is an important part of advocating for the future of these experiences, but it is often difficult to quantify the grand expectations that are often set as objectives. Throughout my intervention, students are participating in various assessment processes and are being assessed in a variety of ways, both quantitative and qualitative.

The formal assessment provided within this program would be the Global Competence Aptitude Assessment (GCAA) before and after students participate in their education abroad experience offered by Global Leadership Excellence, LLC (2020). The education abroad department would collect the results of each student's pre-departure and re-entry assessment and

work with students to create objectives for their experience abroad based on the dimensions they would like to improve while abroad. This type of evaluation is important at the beginning of the education abroad experience because it provides both the student and the department with preliminary results that can later be compared once a student reaches the reentry phase. Upon arriving back to their home institution, students would be given the GCAA again so that they are able to evaluate which dimensions saw the most growth while they were abroad. Education abroad professionals would be able to use the reentry results to examine whether their program is supporting the students and the goals of the department. The results of the assessment will also provide students with activities they can engage in to reach out of their own comfort zones to further develop their global competence skills in the POLARIS Leader program. Many times throughout the cycle, students will be reflecting on their experiences and learning from one another.

Students will be reflecting throughout their time in the POLARIS program and that reflection is another way to assess the success of the program. As students are journaling their experiences abroad, they are providing assessment pieces on what they are learning and how the experience is aiding in their growth. Regardless of the journaling method, students will submit their journals to the education abroad office upon their return. These journals are only meant to show the students' critically analyzing their experience throughout. Appendix B provides example questions, showing how students will be self-assessing their goal completion and overall growth throughout their journaling when abroad. Most of the re-entry phase focuses on elements of reflection, as well. The re-entry conference has time set aside for reflecting on their experience, reflecting on the POLARIS program's pre-departure impact, and analyzing the difference in their GCAA results. While this assessment does not provide the quantitative data

that is typically used to showcase the importance of a program, this type of assessment helps students see the growth they are achieving through this experience. This reflection is what will allow students to verbalize how the experience was great and how the experience changed them for the better, whether those results are seen in GCAA scores.

Bloom's Taxonomy in the POLARIS Program

Educators commonly use Bloom's Taxonomy to classify educational goals and objectives, ranging on a hierarchy from less to more complex (Huitt, 2011). When taking the assessment, in both pre-departure and reentry, students are at the lower levels of Bloom's Taxonomy, where they recall information, they already know at the "knowledge" level and describe their past experiences in these eight dimensions at the "comprehension" level (Huitt, 2011). Students would move higher up in the Bloom's Taxonomy framework, to the level of "analysis", when they analyze their initial results and examine the many ways, they could continue their global competency growth in their upcoming study abroad experience (Huitt, 2011). This would also incorporate the "synthesis" level, as students would use their results to create a plan for their experience and develop objectives, they will be able to accomplish while abroad (Huitt, 2011).

Once students arrive back to their home institution, they will retake the GCAA and move back down to the "analysis" level briefly to compare and contrast the dimensions in which they experienced the most growth (Huitt, 2011). They will use this comparison to move to the highest level of Bloom's Taxonomy, the "evaluation" level, where they will critique their growth and recommend ways in which prospective students can experience greater growth while abroad (Huitt, 2011). Both before and after the assessment, students will submit their results into a Google Form. Students will submit their scores in each of the global competency dimensions but

will follow that with a reflection on what that result means to them and how they plan to move forward from this point. An example of the Google Form can be seen in Appendix A. When taking part in the POLARIS leader program, students will be given the opportunity to explore many levels of Bloom's Taxonomy to better aid the next group of students coming through the program. Within the student sessions, prospective students may be at the lower end of Bloom's Taxonomy, while students in the reentry phase will be at higher level, but it is important that all students have proper guidance as they navigate this hierarchy. Overall, this intervention focuses on easing students through the levels of Bloom's Taxonomy, so they can gain a high level of understanding from their overall experience.

Future of the POLARIS Program

As the POLARIS program continues to evolve, more students will take on the role of a POLARIS Leader and the program will become more robust. The goal is to have students serve as POLARIS Leaders for multiple semesters and pass on their experience to the next group of leaders. As this program becomes more student-led, the professionals within the education abroad office will shift their role in the program. While they are essential to training students in the early stages of the program, they will be able to shift their focus to improving the POLARIS program and addressing other issues found within education abroad. For example, accessibility is an obstacle that prevents many students from being able to participate in education abroad experiences. The education abroad staff can shift their focus to providing more access to students.

One accessibility obstacle is the cost of education abroad, which hinders access for those that cannot afford a semester at an abroad institution or the expensive round-trip plane tickets required to travel there. Other students must work full-time or part-time while attending their

university and cannot stop earning an income for an entire semester. As the POLARIS Leader program progresses and leads to a more student-led POLARIS program, professionals within the education abroad office can further their efforts to provide additional funding to students who participate. With the push for education abroad at institutions across the United States, additional grants and scholarships are becoming available for students, especially those in marginalized groups (NAFSA, 2021). This could also be an opportunity for professional staff to further their donor relations and fundraising efforts. They could continue reaching out to see if donors would like to sponsor POLARIS students or donate to scholarship funds. These alumni donors could also be useful resources for the POLARIS program and could be mentors to students within the program or guest speakers at pre-departure sessions. If funding becomes available, the role of fundraising and donor relations could become a full-time professional position within the education abroad office, as well, to center the importance of accessibility.

While cost is one of the obstacles, a second barrier is that students may not have access to education abroad due to their course-loads and the prerequisites required throughout their specific major. Certain fields, such as nursing, engineering, and business, often have a heavier and more structured course-load than some of the humanities, so these students often feel as if they do not have the option to participate in an education abroad experience. Students must consider the possibility of extending their time at the university to participate, and with that, the added cost of possibly staying an additional semester.

With the student-led POLARIS program, professionals within the education abroad office could begin creating partnerships with academic offices around campus to develop POLARIS pathway programs for those specific majors. These pathway programs would give students those majors the ability to see how their courses could be planned out to incorporate an education

abroad experience. These pathway programs could also partner with institutions abroad that offer courses in the desired field. This would open access to the possibility of participating in education abroad and would open the POLARIS program to a larger part of the student body.

Conclusion

The implementation and evaluation aspects of the POLARIS program are important to the continuation of this program and the progression of education abroad into the future of higher education. The POLARIS Program aims to address the need for fostering global citizenship, which is a growing objective within higher education. Global citizenship is a mindset that all individuals are members of local and non-local networks, and not single actors affecting isolated societies (United Nations, n.d.-b). Global citizens feel a sense of belonging to a world-wide community and have civic responsibilities to effect change in a meaningful way to better this community. This definition is the foundation of the POLARIS program, which shifts the mindset found in education abroad programming to center the community of the locations that offer amazing opportunities to the participating students.

Current programs can often focus on the human capital mindset, leading students to believe that the purpose of education abroad is to "get ahead" and market themselves in the global workforces, but this is not beneficial to the global community. The POLARIS program works to build the foundation of the global citizenship mindset within the pre-departure phase, offers an experience that will foster this mindset abroad, and continues to guide students on their global citizenship journey upon their re-entry to the home institution. Shifting the mindset from human capital to global citizen will shift the role education abroad has in the future of higher education and the effect it has on the world-wide community. As our world continues to experience and struggle with the effects of the COVID pandemic, it is clear that global

communities are all connected. The POLARIS program will help students understand that what affects one, affects us all… and maybe there is no more important lesson for us.

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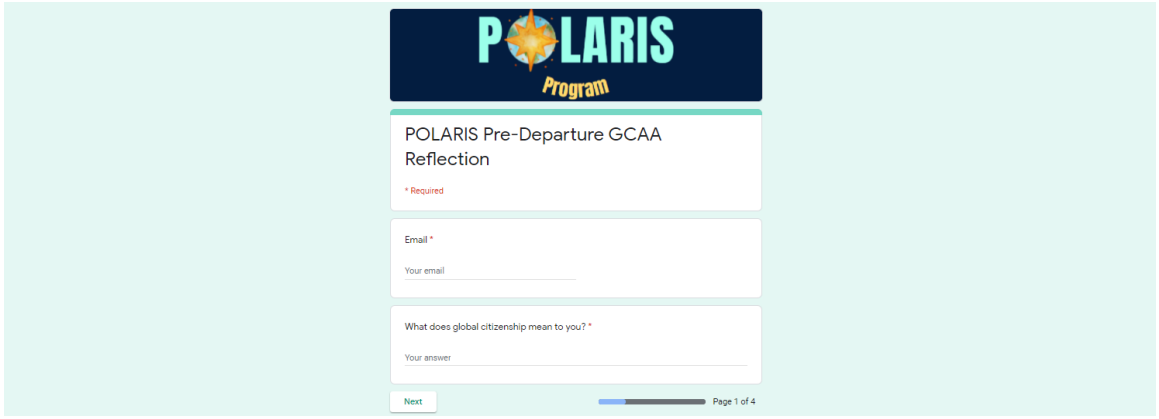
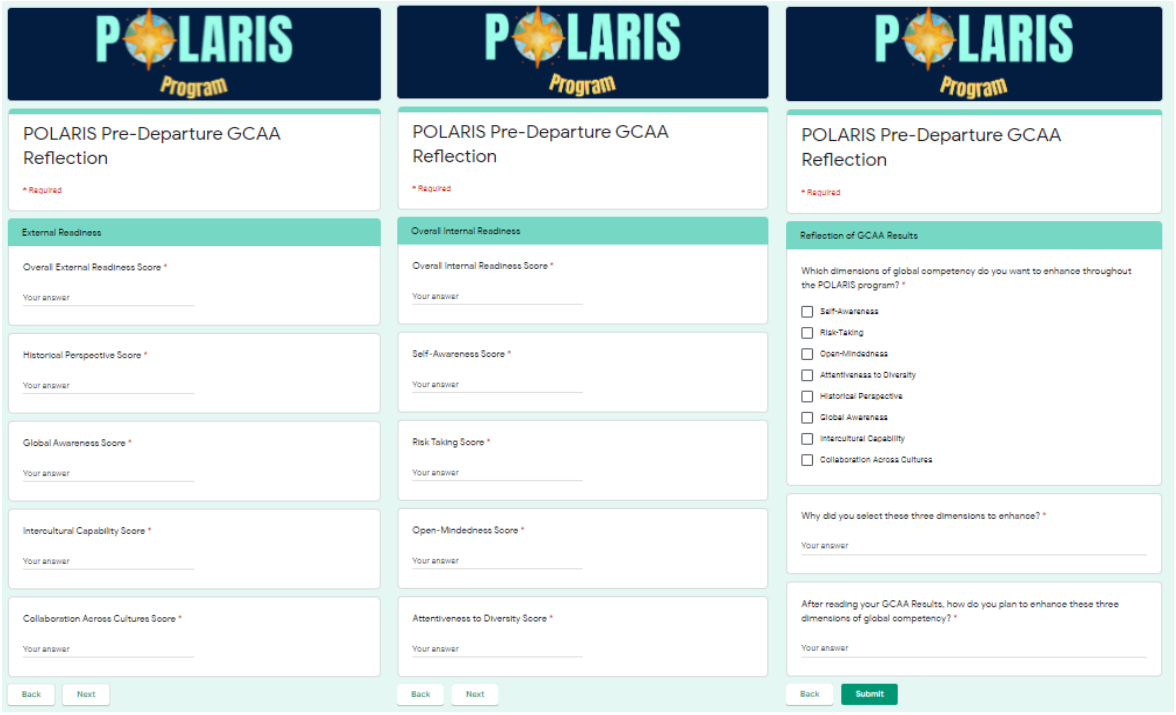
Appendix A

POLARIS GCAA Reflection Form (Pre-Departure Version)





Appendix B

POLARIS Abroad Journal Reflection

Please use one or more of these prompts for your weekly journal reflections. While you can reflect upon any aspect of your week, these prompts may help you to think critically about your experience and see you progress with the competency goals you set in pre-departure.

- Describe a meaningful moment you had in your community activity this week.
- What does “living well” mean to this community and how have you seen this?
- How have you centered the community this week?
- How have you worked towards your global competency goals this week?
- What insights have you had this week?
- What is something you learned that surprised you?
- What has been a challenge you have faced this week and how did you overcome it?
- What questions are you asking yourself as you complete these activities?
- What conversations have you had that have challenged you to think in a new or different way?

Appendix C

POLARIS Re-Entry Conference Schedule

POLARIS Re-Entry Conference	
9:00am-10:00am	Greetings/ Breakfast
10:00am-10:30am	Introductions, Icebreaker, & Overview of the Day
10:30am-11:30pm	GCAA Assessment and Individual Reflection
11:30am-12:30pm	Group Reflection (on GCAA results and POLARIS)
12:30pm-1:30pm	Lunch
1:30pm-3:00pm	Peer Interviews and Group Discussion
3:00pm-3:45pm	POLARIS Leader Information
3:45pm-4:00pm	Closing Remarks

Appendix D

POLARIS Leader Job Description

POLARIS Leader:

The Office of Global Education (OGE) seeks current students to fill the role of POLARIS Leader for the upcoming academic year. As a POLARIS Leader, you will create education abroad awareness and act as a resource to students in each phase of the POLARIS program. You will guide others to embark on their own education abroad adventure while continuing to build your global citizenship mindset.

REQUIREMENTS:

- Must be a current student in good standing with the university.
- Must have participated in the pre-departure, abroad, and re-entry phases of the POLARIS program.

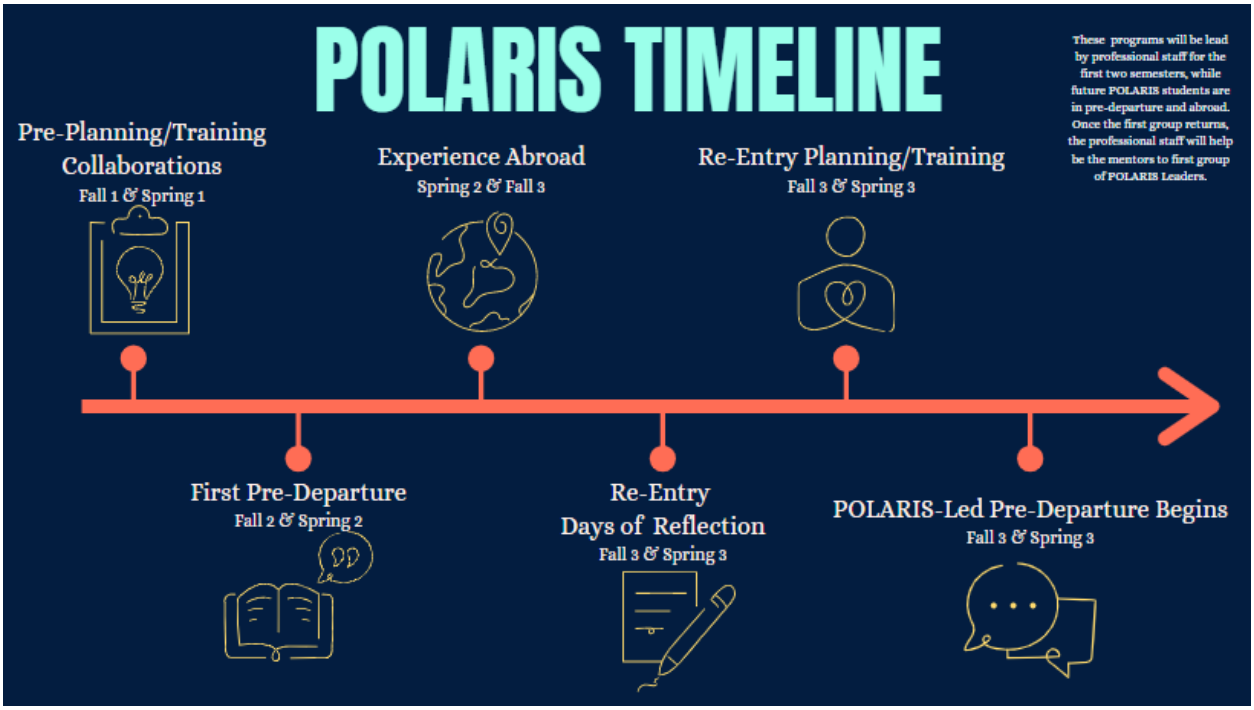
DUTIES AND RESPONSIBILITIES:

- Plan and lead pre-departure sessions to help guide new POLARIS students before their education abroad experience.
- Participate in local community activities with pre-departure students.
- Attend POLARIS Re-Entry Evenings of Reflection and aid the OGE staff in group discussions.
- Support POLARIS students while they are abroad with weekly check-ins.
- POLARIS Leaders will work 8 - 10 hours each week.

THIS POSITION WOULD BE PAID WITH A $1250 STIPEND EACH SEMESTER.

Appendix E

POLARIS Program Implementation Timeline



Appendix F

POLARIS Program Budget Proposal

POLARIS Budget				
Item	**Semester Cost**	**Quantity**	**Times per year**	**Total**
POLARIS Re-Entry Conference				
Training space	Free, on-campus	-	2	$0
Supplies	$200 per training	-	2	$400
Breakfast, Lunch, and Refreshments	$30 per student	50	2	$3000
T-Shirts	$20 per student	50	2	$2000
Pre-Departure Sessions & Evenings of Reflection (7 of each per semester)				
Session Space	Free, on-campus	-		$0
Supplies/Food	$150 per event	14		$4200
GCAA (Assessment)	$15.50 per assessment (taken twice per student)	50	2	$3100
POLARIS Leader Program	$1250 stipend per student	20	2	$50,000
			TOTAL	**$62,700**

Appendix G

POLARIS Program Marketing Pitch

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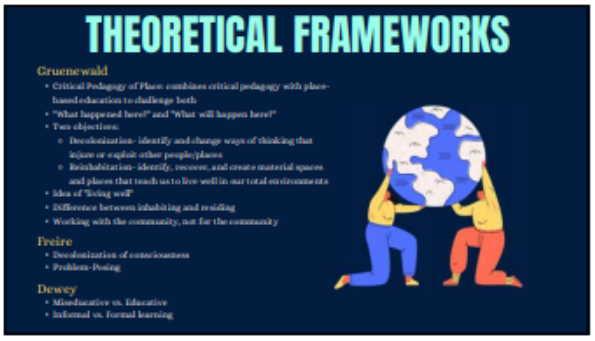

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ASSESSMENT & GOAL SETTING
Global Competence Aptitude Assessment
• Scoring in eight dimensions of global competence
• No score is bad!
• Scores encourage growth
• Provides resources such as activities and readings that will help to fuel growth

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COMPONENTS
PRE-DEPARTURE
Pre-Departure
• GCAA Assessment & Cultivating Goals
• What is Global Citizenship?
• What is A Critical Pedagogy of Place?
• Community Collaborations at Home
• Expectations
Experience Abroad
• Goals & Progression
• Guided Journal (variety of methods)
• Community Collaborations Abroad
RE-ENTRY
ABROAD

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COMPONENTS
PRE-DEPARTURE
Re-Entry
• Re-Entry Days of Reflection
• GCAA Assessment & Goal progression
• Reflection on the experience
• Addressing Reverse Culture Shock
• Interviewing one another
• POLARIS Leaders
• Training & Shadowing
• Planning & Leading Pre-Departure Sessions
• Community Collaborations at Home
• Guiding students while abroad
Professional Staff
• Research, Training, & GCAA Assessment
• Planning Sessions & Workshops
• Building Communities Collaborations Abroad
RE-ENTRY
ABROAD

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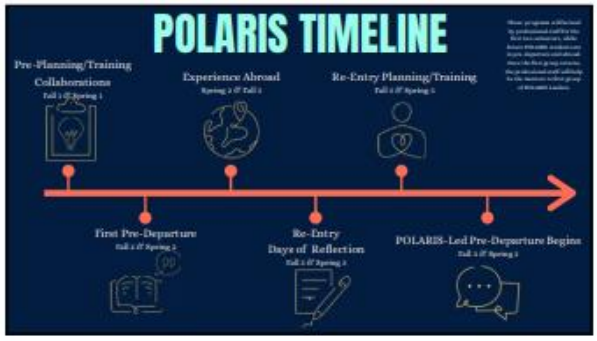
POLARIS TIMELINE
Pre-Planning/Training Collaborations
Experience Abroad
Re-Entry Planning/Training
First Pre-Departure
Re-Entry Days of Reflection
POLARIS-Led Pre-Departure Begins

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CHALLENGES & FUTURE
• Student participation
• Costs (money and time)
• Conflicting course requirements
• Partnering with communities will take time
• Competing with affiliate organizations
• Preparing students in all types of programs
• Professionals shift focus to furthering accessibility within this programming
• Scholarships, grants, fundraising efforts
• Campus partnerships with academic departments
• New international partnerships, expanding options
• Training for professionals on short-term experiences
• Fostering international faculty partnerships within various departments

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