



Creating Windows to the World on Campus: Enriching Cultural Understanding at a small South Georgia University

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Realities

- ▶ 3000 students
- ▶ Majority of GSW students have not traveled out of country, region or state.
- ▶ Students come from our region: rural, provincial (92.7%)
- ▶ 70% White 30% African-American
- ▶ 3.8 % out-of-state / 3.5% international
- ▶ First-generation
- ▶ SACS Accreditation



W2W – Windows to the World

- ▶ QEP - Quality Enhancement Plan
- ▶ 5-Year Plan to Implement and Assess the QEP
- ▶ Dir of International Program position created to implement the QEP / W2W - A Global Learning Initiative
- ▶ W2W a graduation requirement for all entering full-time First Year students
- ▶ Must attend and complete six (6) W2W Programs



Realities



W2W

Student Learning Outcomes

- ▶ SLO 1. Increased knowledge about the world
- ▶ SLO 2. Increased curiosity about the world
- ▶ SLO 3. Increased willingness to engage in the global community



Celebrating Culture and Community

Through the Arts



Who

Teaching Artist, Cultural Educator, Community Leader and Performer Masankho Kamsisi Banda

When

November 2 – 5, 2015. All events are FREE and Open to the GSW and Americus Sumter County Community

Where

Georgia Southwestern State University; Americus Sumter County High, Furlow Charter School, and the Americus Center for the Arts. For details, click on [SCHEDULE](#) below

What

Opportunities for students and community members to learn about the different cultures and traditions of the peoples of the African continent. Traditional African culture shared through dialogue, storytelling, songs, dance and drumming (workshops, classes, presentations, and panel discussions)

Sponsors

Georgia Southwestern

State University:

- Student Government Association
- African Student Association

Americus-Sumter
County High

Furlow Charter School

Southland Academy

Americus Center for the Arts

GSW Office Of International
Programs



More Information

The Week's [SCHEDULE](#) of Events



“Stories From Malawi” – Masankho Kamsisi Banda

ADDITIONAL COMMENTS...



- ▶ I'd like to learn about other countries.
- ▶ It was an AWESOME LEARNING EXPERIENCE:)
- ▶ I liked the singing, even though it made most people uncomfortable. I enjoyed it thoroughly.
- ▶ I loved the program today. I may consider going to Malawi later on in my life. It seems like a terrific place to visit.
- ▶ I just simply loved it!



“My Year in China”

“This learning matters because...”



Appalachian Culture Fall Break

"I learned that..."

- ▶ I learned that music and dance help energize the soul.
- ▶ West African peoples greet people with the Funga dance!
- ▶ it's my first time to dance
- ▶ I learned that different areas in the world have their own traditions.



“The Humphrey Fellows – Global Health Issues”



Burkina Faso



Pakistan



Egypt



- Mali



Laos



Burkina Faso



Bhutan

Race, Cultural Identity and Inclusion

"I learned that..."

Our core beliefs as children influence us mightily. What others have learned as children will likely stick with them forever unless they have an experience that challenges it.

I learned that it's okay to discuss every perspective about racism and that there are actual people who are interested in a civil discussion about it.



I learned that in order to bring everyone together, you have to start making changes within yourself. You have to allow yourself to get out of your comfort zone, and start approaching people from different cultures, and backgrounds.

“The World Café”

“I learned that...”

❖ There are soooo many things to learn that we don't see in America



❖ I learned different countries such as Mexico, India, and Ghana have many similarities such as in the United States of America.



“The World Café”

“This learning matters because...”

- ❖ I want to study abroad now
- ❖ This program gave me a confidence to speak in English



- ❖ Being able to attend this even has really opened my eyes about becoming a travel nurse.

Global Perspective Inventory

- ▶ During orientation freshman students required to complete the **Global Perspective Inventory** to establish a baseline for intercultural awareness.
- ▶ The GPI is used as an assessment instrument for the W2W.
- ▶ Required to attend a minimum of six W2W programs during their undergraduate career



Methodology

- ▶ After completing the W2W requirement students complete an exit GPI.
- ▶ We evaluated the average scores for the six GPI scales that measure global learning for two cohorts of freshman students:
- ▶ Fall 2014 and Fall 2015
- ▶ The Fall 2014 cohort numbered 122
- ▶ Fall 2015 numbered 360.



Methodology

- ▶ By January 2017, 23 students had completed the requirement of attending 6 W2W programs.
- ▶ We used t-tests to determine whether the means of the six GPI indicators had significantly improved between Fall 2014, Fall 2015 , and January 2017 when some students of the initial cohorts had completed the requirement.



Description of the GPI Scales

- ▶ **Cognitive Dimension**

- ▶ Cognitive Knowing
- ▶ Cognitive Knowledge

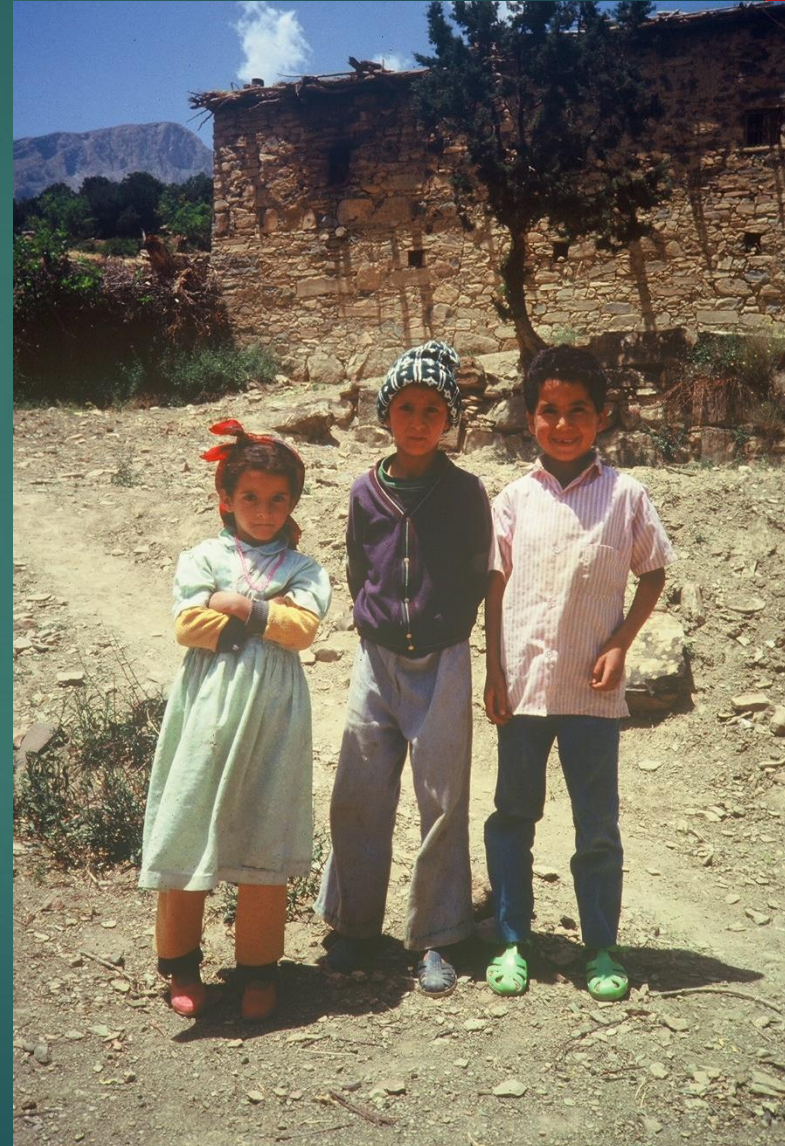
- ▶ **Intrapersonal Dimension**

Intrapersonal Affect

- ▶ Intrapersonal Identity

- ▶ **Interpersonal Dimension**

- ▶ Social Responsibility
- ▶ Social Interaction



Description of the GPI Scales:

Cognitive Dimension-Knowing/Knowledge

- ▶ ***Cognitive Dimension***: knowledge and understanding of what is true and important to know and value.
- ▶ ***Cognitive Knowing***: Degree of complexity of one's views of the importance of cultural context in judging what is important to know and value.
- ▶

- ▶ 1. When I notice cultural differences my culture tends to have the better approach R
- ▶ 2. Some people have a culture and others do not. R
- ▶ 3. In different settings what is right and wrong is simple to determine R
- ▶ 4. I take into account different perspectives before drawing conclusions about the world around me.
- ▶ 5. I consider different cultural perspectives when evaluating global problems.
- ▶ 6. I rely primarily on authorities to determine what is true in the world R
- ▶ 7. I rarely question what I have been taught about the world around me. R



Cognitive Knowing Results

Comparing FINAL with Initial 2014 (122obs)		
	CogKnowingFinal	CogKnowing
Mean	3.85	3.20
Variance	0.262385417	0.183139832
Observations	23	122
t Stat	4.81026	
t Critical two-tail	1.977303542	

Comparing Final with Initial 2015 (360 obs)		
	CogKnowingFinal	CogKnowing
Mean	3.85	3.23
Variance	0.262385417	0.251409987
Observations	23	360
t Stat	4.15320	
t Critical two-tail	1.966310161	

Cognitive Knowledge

- ▶ **Knowledge:** Degree of understanding and awareness of various cultures and their impact on our global society.
-
- ▶ 1. I am informed of current issues that impact international relations
 - ▶ 2. I understand the reasons and causes of conflict among nations of different cultures
 - ▶ 3. I understand how various cultures of this world interact socially.
 - ▶ 4. I know how to analyze the basic characteristics of a culture.



Cognitive Knowledge Results

Comparing FINAL with Initial 2014 (122obs)		
	CogKnowFinal	CogKnow
Mean	4.01	3.53
Variance	0.265231847	0.342533532
Observations	23	122
t Stat	2.674581	
t Critical two-tail	1.977303542	

Comparing Final with Initial 2015 (360 obs)		
	CogKnowFinal	CogKnow
Mean	4.01	3.63
Variance	0.265231847	0.330251941
Observations	23	360
t Stat	1.985691	
t Critical two-tail	1.966310161	

Intrapersonal Dimension – Affect/Identity

- ▶ **Intrapersonal Dimension:** becoming more aware of and integrating one's personal values and self-identity into one's personhood.
- ▶ **Affect:** Level of respect for and acceptance of cultural perspective different from one's own and degree of emotional confidence when living in complex situations.
- ▶ _____
- ▶ 1. I am sensitive to those that are discriminated against.
- ▶ 2. I do not feel threatened emotionally when presented with multiple perspectives.
- ▶ 3. I am accepting of people with different religious and spiritual traditions.
- ▶ 4. I enjoy when friends from other cultures teach me about our cultural differences.
- ▶ 5. I am open to people who strive to live lives very different from my own life style



Intrapersonal Affect Results

Comparing FINAL with Initial 2014	AffectFinal	Affect
Mean	4.45	4.01
Variance	0.175425870	0.282801788
Observations	18	122
† Stat	2.977547	
† Critical two-tail	1.977303542	

Comparing Final with Initial 2015	AffectFinal	Affect
Mean	4.45	4.09
Variance	0.175425870	0.262446585
Observations	18	360
† Stat	2.632336	
† Critical two-tail	1.966310161	

Intrapersonal Identity

- ▶ **Identity:** Level of awareness of one's unique identity and degree of acceptance of one's ethnic, racial, and gender dimensions of one's identity
- ▶ _____
- ▶ 1. I have a definite purpose in my life.
- ▶ 2. I can explain my personal values to people that are different from me.
- ▶ 3. I know who I am as a person.
- ▶ 4. I am willing to defend my own views when they differ from others.
- ▶ 5. I put my beliefs into action by standing up for my principles.
- ▶ 6. I am developing a meaningful philosophy of life.



Intrapersonal Identity Results

Comparing FINAL with Initial 2014		
	IdentFinal	Ident
Mean	4.36	4.13
Variance	0.212365552	0.27608424
Observations	23	122
t Stat	1.4522501	
t Critical two-tail	1.977303542	
Not statistically significant although IdentFinal mean is higher		

Comparing Final with Initial 2015		
	IdentFinal	Ident
Mean	4.36	4.17
Variance	0.212365552	0.219469991
Observations	23	360
t Stat	1.112360	
t Critical two-tail	1.966310161	
Not statistically significant although IdentFinal mean is higher		

Interpersonal Dimension- Social Responsibility/Social Interaction

- ▶ **Interpersonal Dimension:** ones willingness to interact with persons with different social norms and cultural backgrounds and being comfortable and responsible when relating to others.
- ▶ **Social Responsibility:** Level of interdependence and social concern for others
- ▶ _____
- ▶ 1. I think of my life in terms of giving back to society
- ▶ 2. I work for the rights of others
- ▶ 3. I put the needs of others above my own personal wants.
- ▶ 4. I consciously behave in terms of making a difference.
- ▶ 5. Volunteering is not an important priority in my life. R



Interpersonal Social Responsibility Results

Comparing FINAL with Initial 2014	SocResFinal	SocRes
Mean	4.11	3.76
Variance	0.391633987	0.296870343
Observations	23	122
t Stat	2.352236	
t Critical two-tail	1.977303542	

Comparing Final with Initial 2015	SocResFinal	SocRes
Mean	4.11	3.77
Variance	0.391633987	0.339940555
Observations	23	360
t Stat	2.331255	
t Critical two-tail	1.966310161	

Interpersonal Social Interaction

- ▶ **Social Interaction:** Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings.
- ▶ _____
- ▶ 1. Most of my friends are from my own ethnic background. R
- ▶ 2. I frequently interact with people from a race/ethnic group different from my own.
- ▶ 3. I intentionally involve people from many cultural backgrounds in my life.
- ▶ 4. I frequently interact with people from a country different from my own.



Interpersonal Social Interaction Results

Comparing FINAL with Initial 2014	SocIntFinal	SocInt
Mean	3.91	3.76
Variance	0.23665412	0.296870343
Observations	23	122
t Stat	0.9378542	
P(T<=t) one-tail	0.178891034	
Not statistically significant although mean is higher		

Comparing Final with Initial 2015	SocIntFinal	SocInt
Mean	3.91	3.77
Variance	0.23665412	0.339940555
Observations	23	360
t Stat	0.8965326	
t Critical two-tail	1.966310161	
Not statistically significant although mean is higher		

Summary

- ▶ Statistically significant changes in **Cognitive Knowledge and Cognitive Knowing** scales.
- ▶ Statistically significant improvement in **Intrapersonal Affect scale and Interpersonal Social Responsibility**.
- ▶ No significant difference in **Intrapersonal Identity**.
- ▶ Expected because questions address personal character which may not be well addressed by W2W.
- ▶ No significant difference in **Interpersonal Social Interaction**.
- ▶ More time required to change actions rather than emotions.

Aspirations for W2W

- ▶ Increase in students choosing to study abroad
- ▶ Increased participation in W2W Programs
- ▶ More student-initiated programs related to intercultural engagement
- ▶ Greater faculty involvement – both with W2W program planning and with study abroad

