



Shaping International Learning Communities: **Global Dialogues**

GAIE Winter Conference

Katherine Grego and Janet Crane



COLUMBUS STATE
UNIVERSITY

About Us

Katherine Grego: Study Abroad Coordinator

- 1) I have been a vegetarian my entire life
- 2) I love Lord of the Rings and Game of Thrones
- 3) I'm an adrenaline junkie

Janet Crane: International Student and Scholar Coordinator

- 1) I've worked 6 ½ years in international education
- 2) I am a fitness fanatic!
- 3) I'm a huge animal lover





Icebreaker: Who is in the room?

- What area of international education do you work in?
- Does your university utilize learning communities?
- If so, is there one designated specifically for international studies?



Why have a learning community?

- It is an opportunity for like-minded students to bond
- Students usually take 1-2 classes with the same classmates each semester
- Increases the likelihood for study groups to form
- Students are more likely to stay in school



History of the ILC and Global Dialogues

- ILC began in 2007 - called “World Without Borders”
- 2008 - Global Dialogues were created, only 3-4 a semester
- 2010 - name changed to the “International Learning Community”
- Consists of lectures, films, and interactive sessions
- Initially one set of questions, now a different set for all 9 sessions
- Originally led by CGE staff, now Global Dialogues are student led
- 2017- Quality Enhancement Plan: Global Problem Solving Scenarios



CSU's International Learning Community



- Past themes: “Identity and Belonging” and “My Journey, Our World”
- 3 year theme: “Migration: Movement(s) around the Globe”
- Events: 17-18 each semester
- Collaboration between CGE staff and a faculty committee
- ILC classes: have an “I” status
- International Studies Certificate



Global Dialogues Goal



The mission is to provide a friendly and welcoming place outside of the classroom where students can collaborate and to learn how other countries and cultures view topics differently. U.S. and international students will discuss topics such as: race relations, gender equality, immigration, entertainment, and pop culture.



How Global Dialogues are Organized

- Two session times:
 - Evenings from 6:30-8:00
 - On select Fridays from 12:30-2:00
- Faculty in the ILC require/offer incentive for students to participate
- Open to all students
- Brief Icebreaker to introduce students to the group
- Pizza and drinks are provided





Interactive Demonstration

- Move to small groups of 4-5 participants
- Take a few minutes to discuss the following questions
- Then we will come back together as a large group and listen to some volunteers about what they learned



Global Dialogue Sample Questions

1. **Theme:** Would you ever consider living *permanently* in another country other than where you were raised, why or why not?
1. **Cross Cultural:** Do you think that there is a worldwide water crisis? Why or why not? If so, what can we do to lessen the effects?
1. **Debate:** If you had the opportunity to assure that your child would have every trait you desire, would you invest in a “designer” baby?



Bringing Global Dialogues to Your Campus

Logistics to plan:

- Reserve an adequate sized space (usually 30-60 in attendance)
- Music playing and icebreaker activities
- Funding for snacks
- Graduate assistant/responsible student to lead the sessions
- International Students volunteer to attend to earn service hours
- Faculty to encourage attendance by offering incentives



Deciding on topics/questions:

- Poll students
- Research common debate topics
- Watch the news for current events happening in the world
- Find challenges that both domestic and international students face
- Determine subjects that would highlight unique characteristics about other countries



QEP Influence

- CSU's Quality Enhancement Plan: implemented to boost critical thinking/problem solving skills
- Faculty have created scenarios highlighting different global issues
- Evaluations are given at the end of each Global Problem Solving Sessions



Global Problem Solving Scenario

Religious Celebration of a Family-Owned Company

- Discover: determine the issue
- Design: the best solution to solve the problem
- Deliver: test the hypothesis
- Reflect: if the solution didn't work, try another option



Impact of Global Dialogues

- Increased attendance/participation
- New relationships with different departments across campus
- Motivates diplomacy, problem solving skills, and cross-cultural communication
- 2014 Senator Paul Simon NAFSA award for campus internationalization





Questions?

THANK YOU!

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