

Accessing Global Learning

Dr. Jenifer Cushman

Campus Dean/ Associate
Professor of German

Ohio University Zanesville

BCCIE 2015

Summer Seminar

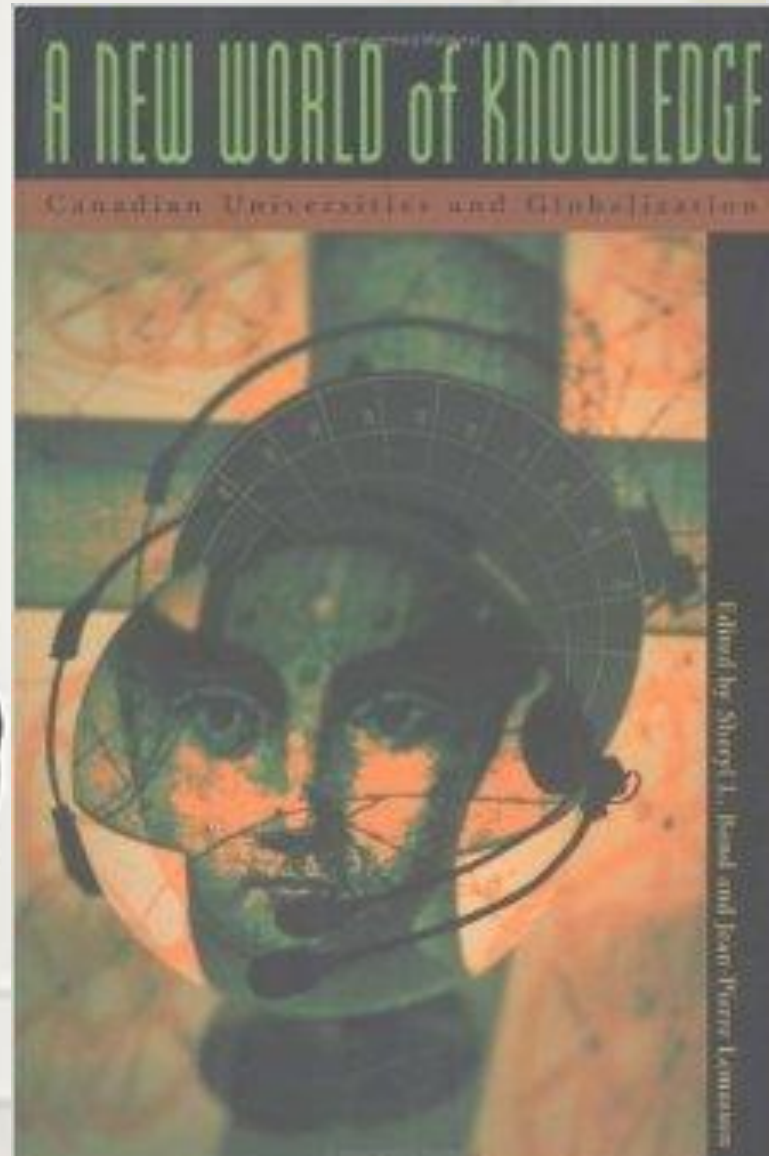
23 June 2015

Global Learning

- **WHAT** do students need?
- **HOW** can we teach them?
 - according to particular **NEEDS**?



Elitism



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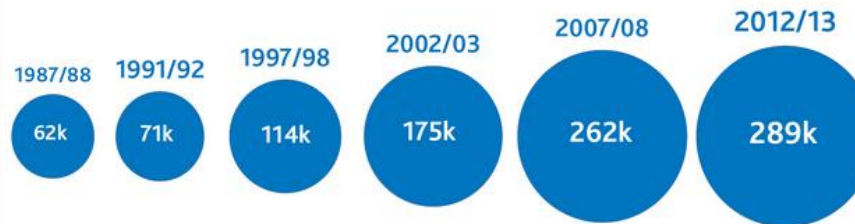
2014

A Quick Look at U.S. Students Studying Abroad

In 2012/13

289,408

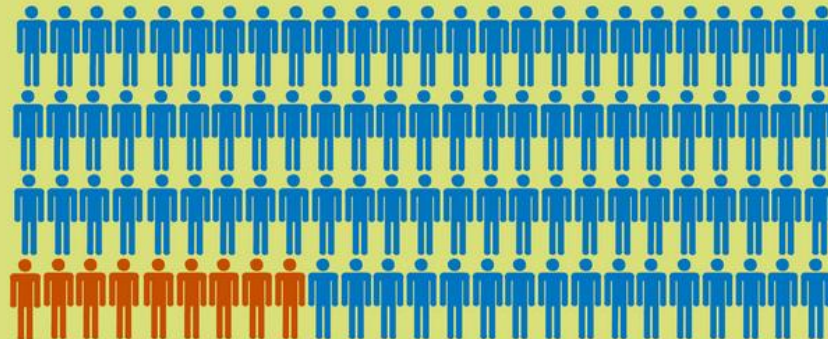
U.S. students studied abroad for academic credit



The number

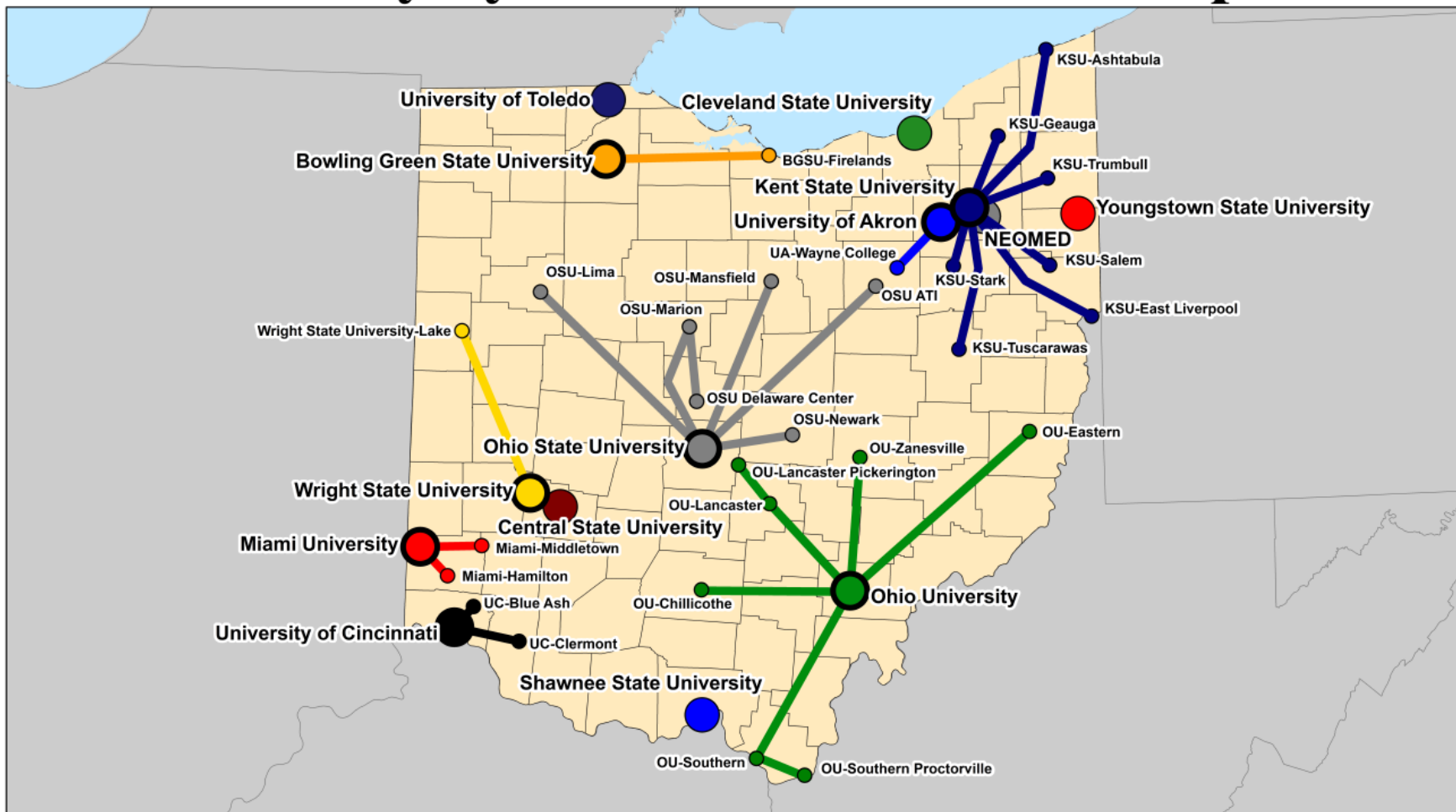
of U.S. students studying abroad grew by **2%** over the prior year
and now is at record high.

Undergraduate Study Abroad







9% of U.S. undergraduates studied abroad before graduating.

University System of Ohio Hub and Spoke



Legend

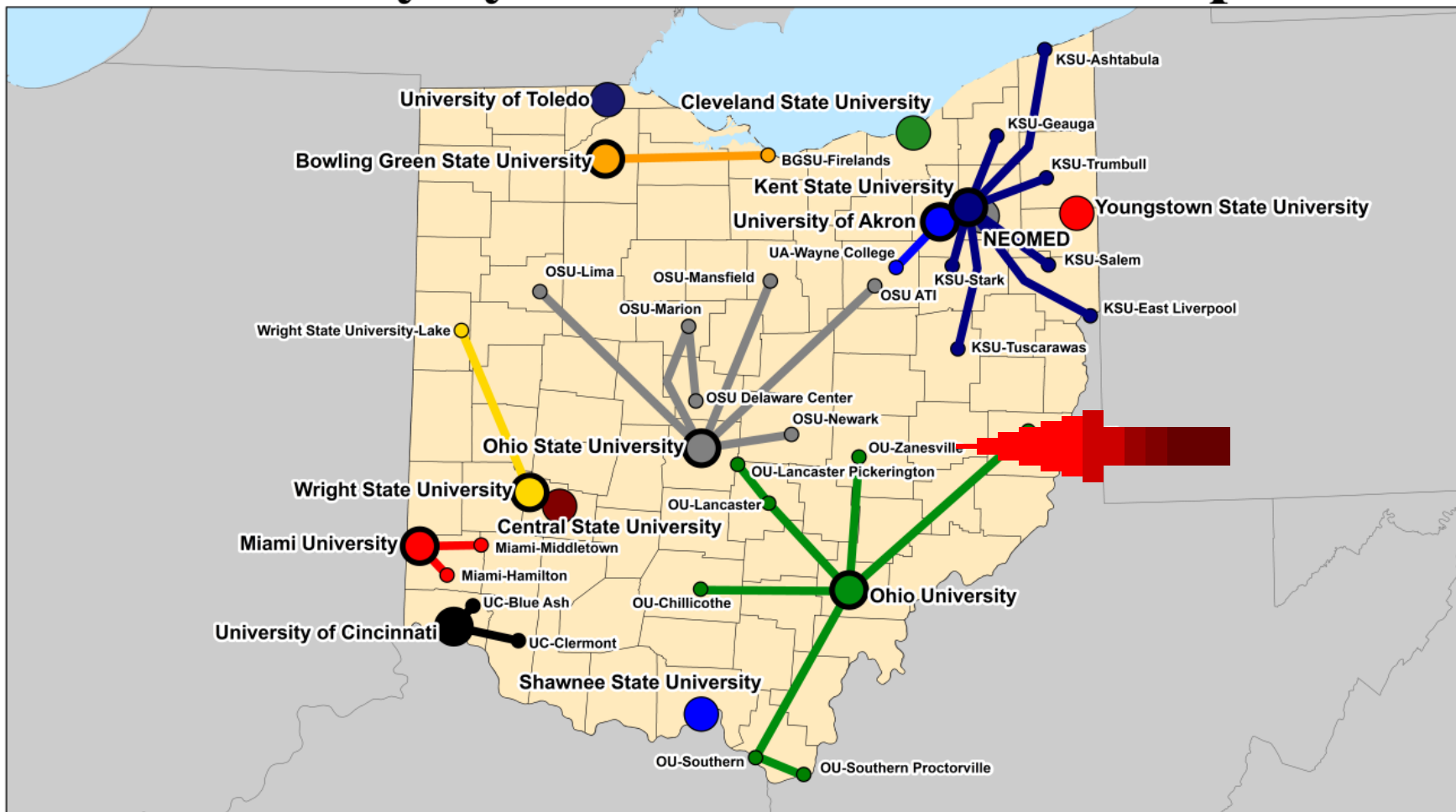
Ohio Colleges and Universities

-  Universities with Branch Campuses
-  Universities without Branch Campuses
-  Branch Campus
-  Spoke to Hub Line







Source: Ohio Board of Regents
 Prepared by: Richard Edwards
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University System of Ohio Hub and Spoke



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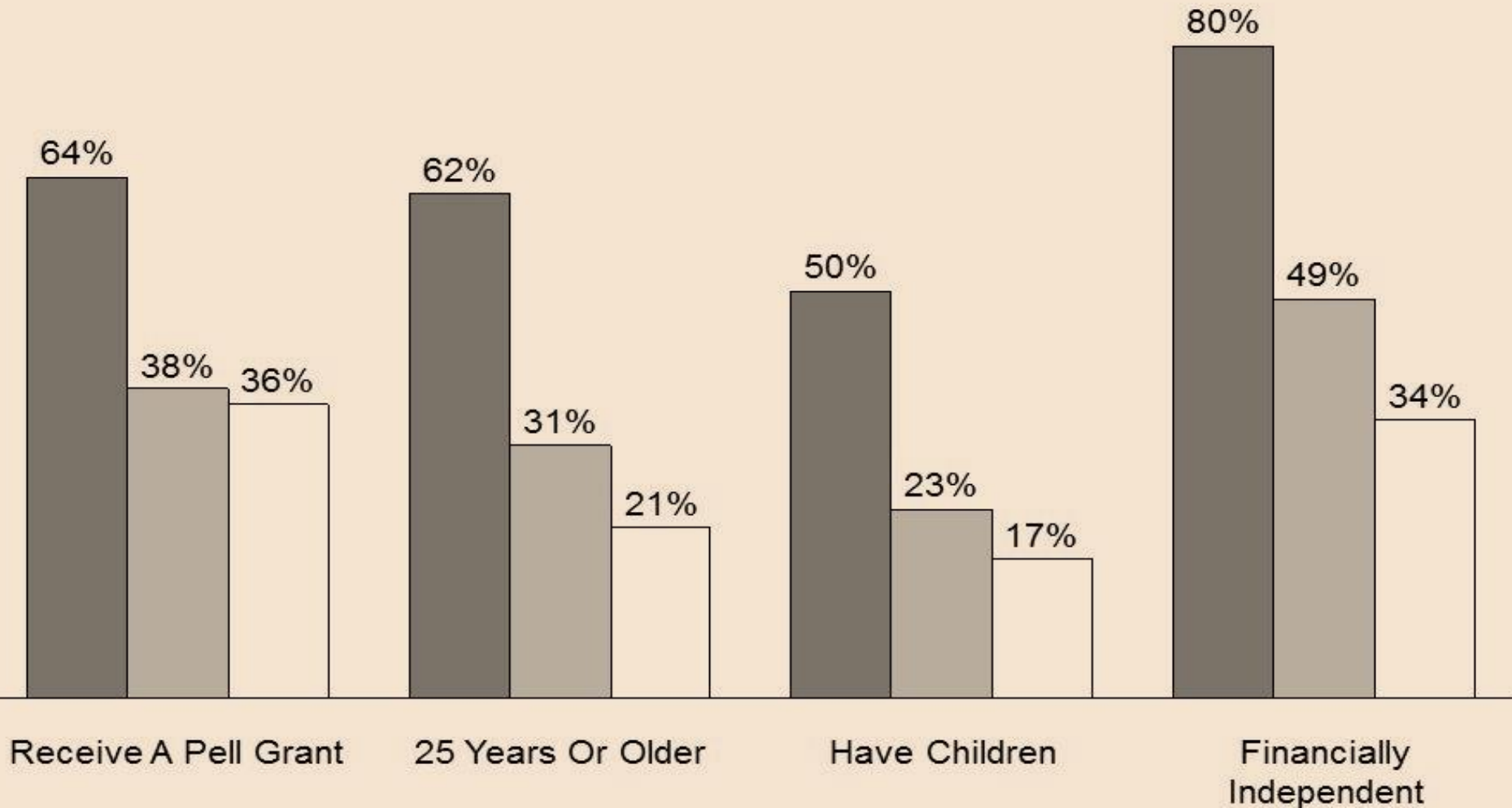
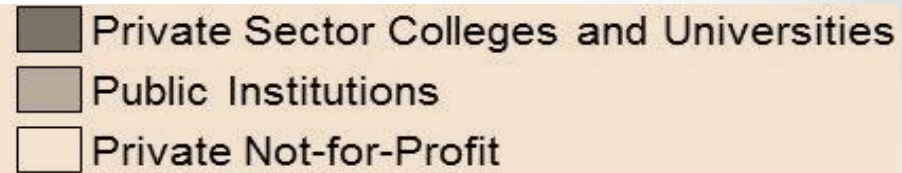


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Source: Ohio Board of Regents
Prepared by: Richard Edwards
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NON-TRADITIONAL STUDENTS

Student Demographics By Sector



Ohio University Zanesville

- 2077 enrolled students 2013-2014
- 1489 students received financial aid in 2013-14
- 806 students received Federal Pell aid in 2013-14



The best student-centered learning experience in America



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New law requires University of Minnesota show how it allocates money among campuses

By [Jana Hollingsworth](#) on Jun 7, 2015 at 8:32 a.m.

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How the University of Minnesota allocates tuition money to its various campuses – including the University of Minnesota Duluth – must now be reported to Minnesota lawmakers going forward.

Sen. Roger Reinert, DFL-Duluth, introduced an amendment to the recently passed state higher education bill that says the University of Minnesota Board of Regents should report to the Legislature by Feb. 1 its factors in deciding how much campuses and collegiate units receive from the state allocation.

The language also says that the report should address whether non-Twin Cities campuses – such as UMD – are treated as single units or are composed of multiple units, and discuss the effect of treating a campus as a single unit.

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Can Overseas Branch Campuses Reflect Local Values?



Uganda's Makerere U., once an external college of the U. of London.

We have been thinking a lot recently about the impact on local cultures of importing foreign higher education. How are outside providers different from indigenous institutions? How do branch campuses gain legitimacy and become embedded within the host country's system of education? What does it mean when a campus established by a foreign university says it is a local institution?

More than 60 countries are home to some 201 [international branch campuses](#). Spurred by

such questions, Unesco suggested in a report on the development of cross-border higher education that “no single type of foreign university can, in itself, meet the aspirations of the [local] people for social and economic development. Each country has its own genius and its societal characteristics. Its institutions must bear the stamps of those special characteristics.”

February 25, 2015

Why a Branch Campus Failed

By Geoff Maslen

Opening a branch campus in a foreign country can be a problematic exercise—if the experience of University College London is any guide.

According to the Cross-Border Education Research Team at the State University of New York at Albany, nearly 220 international branch campuses of foreign universities are currently operating around the globe with another 22 planning to open. But 29 are known to have closed and now University College London, or UCL, will lift the number to 30.

The President's Plan: Make Two Years of College as Free and Universal as High School

PRESIDENT OBAMA JUST PROPOSED MAKING TWO YEARS OF COMMUNITY COLLEGE FREE FOR RESPONSIBLE STUDENTS.



WHEN FULLY IMPLEMENTED,
HIS PROPOSAL COULD:

- **Save** a full-time community college student an **average of \$3,800 in tuition per year**
- **Benefit about 9 million students** per year if they earn good grades and stay on track to graduate

<http://www.whitehouse.gov/the-press-office/2015/01/09/fact-sheet-white-house-unveils-america-s-college-promise-proposal-tuitio>

#FreeCommunityCollege

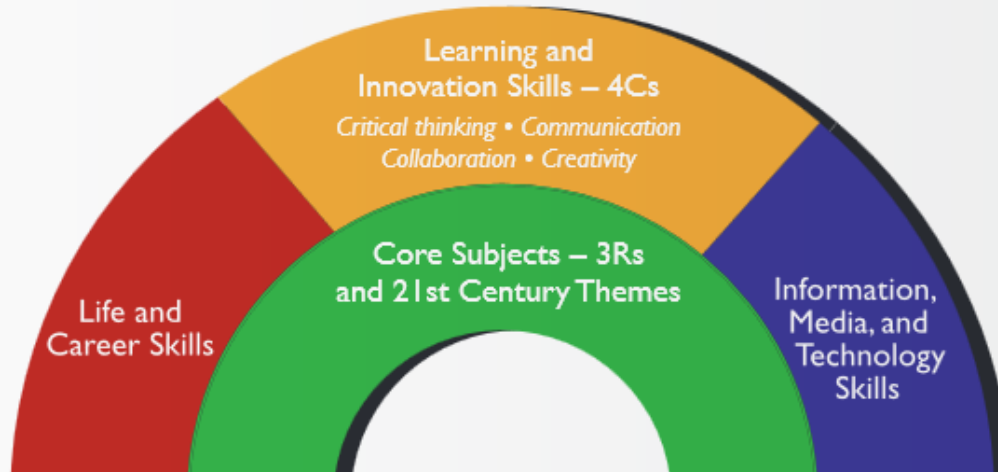
Global Learning

- WHAT do students need?



K-12 Partnership for Twenty-First Century Skills

21st Century Student Outcomes and Support Systems



Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Global Learning

- WHAT do students need?
- HOW can we teach them?



AAC&U High Impact Pedagogies

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

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Understanding and Engaging Under-Resourced College Students

A fresh look at
the influence of
economic class on
teaching and learning
in higher education

How co-investigation of economic
class transforms the post-secondary
culture and creates student engagement

Karen A. Becker, Ph.D. • Karla M. Krodel, MBA • Bethanie H. Tucker, Ed.D.

June 15, 2015

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News

Global

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Diversity in Academe



May 18, 2015

The Challenge of the First-Generation Student

Colleges amp up efforts to retain them, but hurdles remain



Anh Viet



Special report: Universities ▾

Universities

Excellence v equity

The American model of higher education is spreading. It is good at producing excellence, but needs to get better at providing access to decent education at a reasonable cost, says Emma Duncan

Mar 28th 2015 | From the print edition



2k

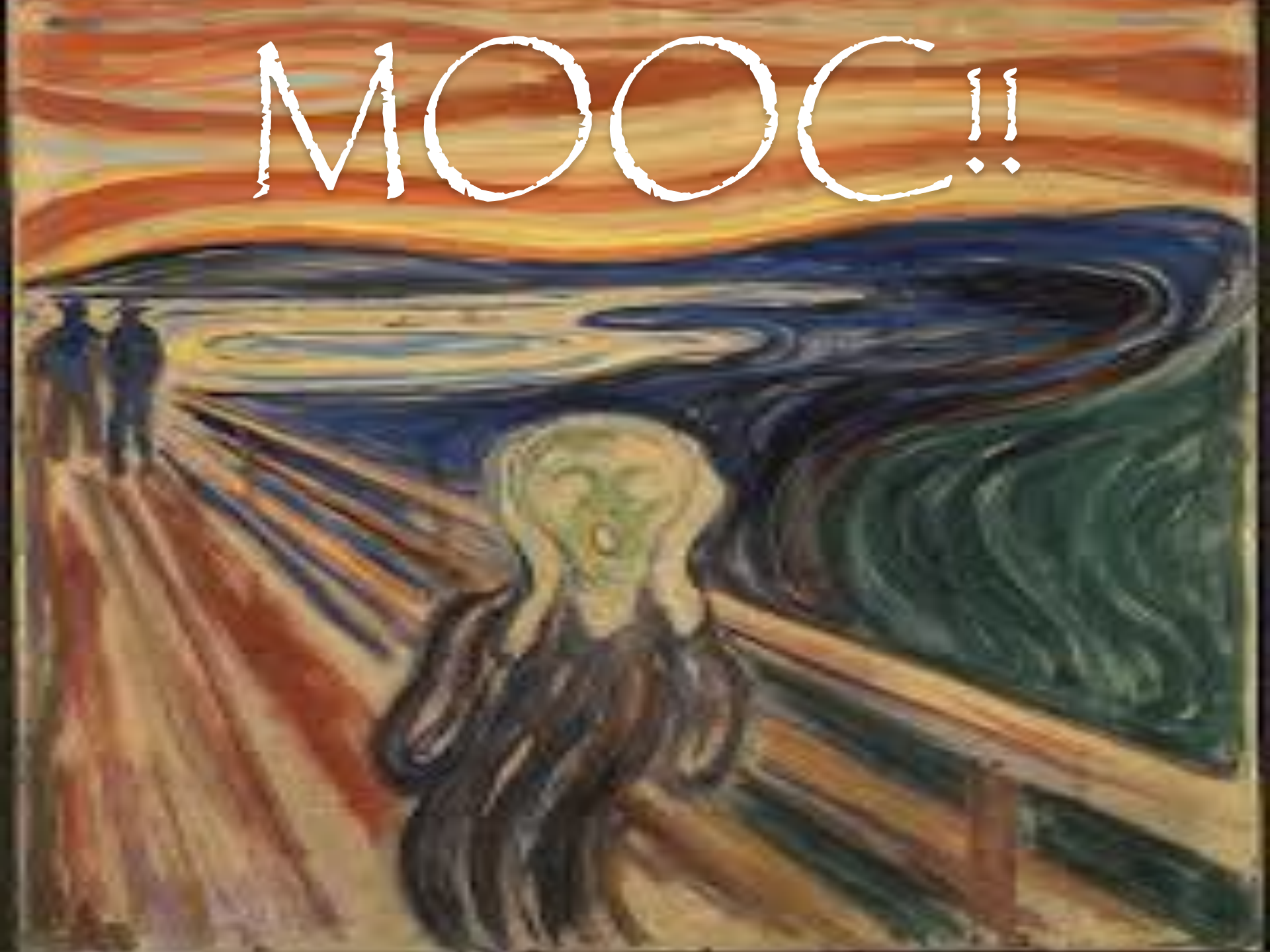


238



Matt Herring, Thinkstock photos

MOOC!!





Center for Collaborative Online International Learning
@ the SUNY Global Center



VIDEO: Inside Costa Rica's Tortuguero National Park: The Red-Eyed Frog Garden

Author: **David Hoffmann**

Published: Aug 15th, 2013

Category: **Costa Rica**

Comments: **0 Comments**



David's Been Here is touring **Costa Rica's Tortuguero National Park**, where David and crew head into the Jardin de Ranas (The Frog Garden). Here David displays the gorgeous Red Eyed Tree Frog, found all over this frog garden alongside its various stages of development. Join David as he learns the different stages of growth from the eggs to tadpoles and finally the frog form, which is so prevalent in this specific garden. For some amazing pictures and experiences with these vibrant frogs, check out the **David's Been Here Guide to Tortuguero**, now available for **your Kindle as well**.

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Welcome to Costa Rican Frog Sanctuary



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UGA Costa Rica Campus



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ACTIVITIES

SPECIES LISTS

VOLUNTEER & INTERNSHIP POSITIONS

AMENITIES



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- **Courses 2016-2017**
 - Innovative Teaching Release
- **Program 2017-2018**
 - Spanish and Nursing
- **System 2018-2019**



Accessing Global Learning

