GLOBAL PARTNERS
IN EDUCATION

16th Annual Global Partners in Education Conference

Summary of Information

View the Highlight Video

GPE XVI Highlights

Hosted by:

East Carolina University

May 22 - 24, 2023
Greenville, NC, USA

ECU

AGENDA

Sunday, May 21, 2023

TBA	Airport Pick-ups - RDU International Airport to ECU

Monday, May 22, 2023

7:00 - 8:30	Breakfast
9:00 - 9:30	Registration
9:30 - 10:15	Opening Ceremony
	• Dr. Robin N. Coger, Provost and Senior Vice Chancellor for Academic Affairs
	• Dr. Jon Rezek, Assistant Vice Chancellor for Global Affairs
	• Dr. Jami Leibowitz, Chair of the GPE Secretariat
10:15 - 10:45	Pictures / Networking
10:45 - 11:00	Announcements
11:00 - 12:00	State of GPE
12:00 - 1:15	Lunch
1:15 - 2:15	Break-out: Post-COVID Realities
2:15 - 3:45	GU IRL - Part 1
3:45 - 4:00	Break / Networking
4:00 - 5:15	Campus Scavenger Hunt
6:30 - 8:00	Dinner

Tuesday, May 23, 2023

7:00 - 8:30	Breakfast
9:00 - 10:00	Plenary - GO INTERCULTURAL!
	• Dr. Purificación Martinez
	• Dr. Laura Levi Altstaedter
10:00 - 10:30	Break / Networking
10:30 - 12:00	Workshop 1 - Preparing Students to Work Interculturally
12:00 - 1:15	Lunch
1:15 - 2:00	Cultural Activity - No Quarter Brass Band
2:00 - 3:15	Presentations
	• Mariusz Marczak, UJ and Joanna Ziobro-Strzępek, CSC. A Tale of Two Truths: On Collaboration in OIEs.
	• Melissa Huntley, Eleanor Kane, and Mariko Eguchi, USJ. AGU and measuring students' ICC.
3:15 - 3:45	Break / Networking
3:45 - 5:15	GU IRL - Part 2
6:30 - 9:00	GPE Awards Banquet

Wednesday, May 24, 2023

7:00 - 8:30	Breakfast
9:00 - 9:30	Poster Session Set-up
9:30 - 11:15	Poster Session
11:15 - 12:00	GPE Connect
12:00 - 1:15	Lunch
1:15 - 2:30	Workshop 2 - Facilitating Intercultural Exchange
2:30 - 3:15	New Initiatives and Future Directions
3:15 - 3:45	Closing Ceremony
4:30	Transport to Raleigh

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Agenda

During the GPE XVI Conference we had a very ambitious agenda. Two key themes/issues were addressed throughout the sessions:

- Developing intercultural competence among our students.
- Strengthening community within our partnership network.

Recordings of select sessions, materials, and photos are available in the GPE Annual Conference Resource Portal in GPE Connect. Click here to see a highlight reel of the conference.

Please contact gpeinfo@ecu.edu with any questions about the conference.

State of GPE

This past year we have faced unprecedented challenges in terms of quality of participation and accountability of partners. One, but not the only, indicator is our high "Flake Factor". **The Flake Factor refers to partners withdrawing from the semester after the cycle has started, requiring major schedule revisions.** Historically we have had a 10% flake factor mostly do to fluke situations. This year it is up to 27%, impacting 41 classes. In many situations, due to little or no advance notice, we were limited in our ability to find alternative solutions to minimize the negative impact on the affected partners.

Flake Factor

Challenge

27%

Flake Factor

Impacting

41

Partner Classes

Notice

11 / 3

days / weeks post

Crisis of Community

GPE was build on the idea of community: A feeling of fellowship with others, as a result of sharing common attitudes, interests and goals. It is encapsulated in our **"Strive and Aspire"** philosophy as described in the Core. Unfortunately, perhaps due to the pandemic, we've lost a lot of that sense of community. A symptom of this is the afore mentioned "flake factor." This coming year we will focus on rebuilding our community.

Membership Update

We currently have 51 partner institutions in 33 countries. We welcome 6 new partner institutions to the GPE Family:

- Durban University of Technology, South Africa
- Ecole Nationale Polytechnique, Algeria
- Gori State University, Georgia
- Namibia University of Science and Technology, Namibia
- Universitas Airlangga, Indonesia
- Universitas Ma Chung, Indonesia

Assessment Report

Download a copy of our annual assessment report **here**. Thank you to Marion Eppler for preparing the report. Major outcomes include:

- Students showed significant increases in openness to diversity, but not respectfulness.
- 79% of students agreed they learned a great deal about other countries and cultures
- 80% agreed that the course helped them to understand different perspectives.
- 79% are highly satisfied with the course.

[Click here to view the recorded State of GPE Presentation](#)

Post-COVID Realities

While life for most has returned back to "normal" - what exactly does that mean in a Post-COVID world and how is that reality impacting our community. Conference attendees participated in small group guided discussions on this topic. The prompts and summary of the discussion are to the right.

How has the environment at your institution changed pre-to-post COVID? How has it impacted your role?

Students are less engaged and more focused on just completing assignments. They have lost track of the importance of the process. There have been declines in mental health, increased financial stressors, and increased opportunity for online engagement. Students appear to be more demanding and yet less equipped for an academic environment.

How do you think this new environment is impacting our programming / community?

With more opportunities and familiarity with working online, our programming seems less novel. Faculty and students have become less pro-active. Students and faculty spend less time building relationships. This combined with high turn-over rates has led to an erosion of GU social relationships. Partners withdrawing with little to no notice has become an increasing trend.

What can be done to improve community and the learning experience?

Restarting in-person meetings is a good start. Getting students back into the classroom for GU will also help. Encouraging engagement through GPE Connect and other avenues is important for both students and faculty.

Workshop 1:
Preparing Students to Work Interculturally

In order for students to get the most out of GU and Global BEEHIVE courses, effective preparation prior to the first link is extremely important. In this interactive workshop, participants identified the types of preparation students need to be sufficiently equipped to work interculturally, explored resources and materials for preparing students, and shared ideas, strategies, and activities for preparing students.

The materials used for this workshop are available <u>here</u>.

Workshop 2:
Facilitating Intercultural Exchange

GU, Global BEEHIVE and most virtual exchange in general focuses on facilitated discussion. In this workshop we explored how cultural characteristics impact coordinating and having facilitated discussions, identified and shared strategies to prepare students for high quality facilitated discussion, and practiced and reflected on facilitation techniques.

The materials used for this workshop are available <u>here</u>.

Being welcoming and creating a safe environment is essential to encourage meaningful intercultural dialogue.

- Set the tone by being friendly with your co-instructor while waiting to begin.
- Model the behavior you want to see.
- Include a collaborative icebreaker.
- Actively facilitate the discussion.

Ice Breaker & Facilitated Discussion

Collaborative Project

Takeaways from participating in the collaborative project:

- Instructors and students are largely satisfied with focus on SDGs.
- There is still concern as to how the project can better promote collaboration rather than just cooperation.
- For the project to be successful:
  - Introduce the project to your students prior to the first linking day.
  - Partner instructors together must determine and communicate clear benchmark dates and expectations.
  - Students must start working on the projects early.

GU IRL

Have you ever wondered what it is like to participate in GU yourself? GPE XVI attendees were able to do just that. In part 1, attendees worked together on an icebreaker / teambuilding exercise and then participated in a facilitated discussion focusing on the educational landscape in their respective countries. In part 2, we had participants work in groups to complete our current collaborative project and then discuss its strengths and weaknesses. We then reflected on both experiences. Major takeaways from each session are above.

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GPE Connect

Instructors are expected to use GPE Connect in their GU and BEEHIVE courses. GPE Connect is an important tool for helping students further engage and build their intercultural skills. In the GPE Connect session we looked at how the first year of implementation went and ways to improve engagement and outcomes.

Great Potential

The experience this year shows that GPE Connect as a platform has great potential, but how we as an organization and individual instructors are using it needs refinement for our students to get the most benefit from it. Using GPE Connect should be an expectation and partner instructors need to coordinate on how they will use it in their joint classes.

Be Deliberate and Reciprocal

Coordinating not only what you will do, but the timing and expected effort will make the exchange more successful. If one instructor places a strong emphasis on being active and the other a minimal emphasis, there tends to be minimal interaction overall. This is also important for timing. Coordinate when students should join and start posting.

Facilitation Required

As with in-class discussion, instructor intervention and facilitation are necessary for robust engagement on GPE Connect. With this in mind, we are working on additional tools, guides, and resources to help with facilitation while minimizing additional burden to instructors.

Making it More Engaging

We know that for students this is not just a naturally engaging platform that they automatically think to use, so we are looking into ways to make the platform more interesting by potentially including gamification, badging, and storytelling. If you have ideas of how to make it more engaging, please share!

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Papers and Posters

Two papers and 17 posters were presented at the conference. Recordings of the presentations and copies of the posters can be found in the GPE XVI Resource portal on GPE Connect. To view posters click here. For papers click here.
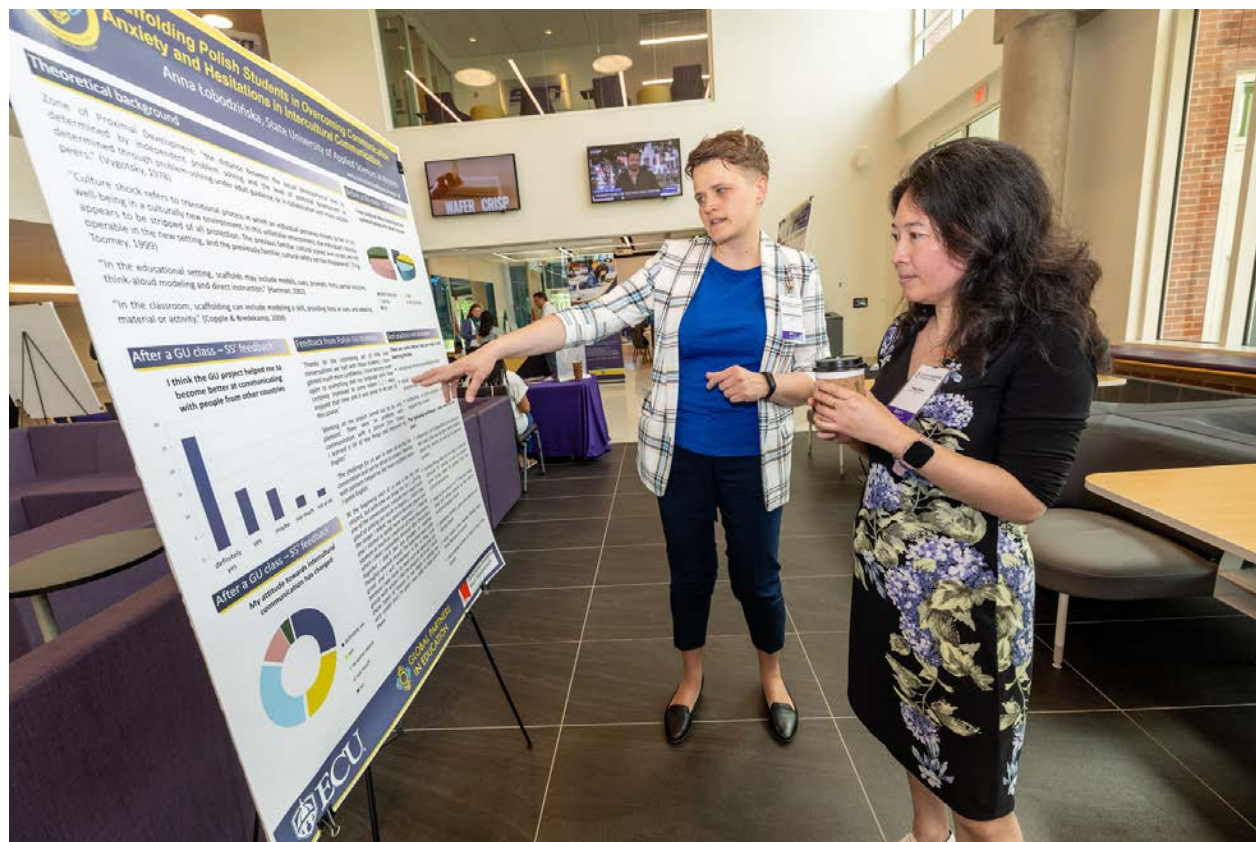
English proficiency and intercultural communicative competence (ICC) are expected of new working generations around the global in much that same way that literacy, numeracy, and ICT skills are (following Ushioda, 2013). While there are many curriculums and assessment methods designed to grow and measure English ability, it is much harder to facilitate and measure changes in beliefs and values that center around openness to other cultures. This presentation describes both spring and fall semesters in one academic year of AGU aimed at developing both language proficiency and ICC as well as quantitatively and qualitatively measuring gains in both areas. Students who begin AGU with lower English proficiency, synchronous exchange activities are often stressful and may be overwhelming. In the outline our virtual exchange projects, we explain our asynchronous task designs and preparations for students in the classroom that empower them to interact at more appropriate levels and collaborate more actively with overseas partners. We then present results from the BEVI-j, a digital survey in Japanese that assesses longitudinal changes in beliefs and values related to ICC (Ikeda, et al, 2019). This presentation includes concrete examples of student collaboration and personal qualitative feedback. Finally, we reflect and discuss the merits of our current AGU programs and how we are planning to improve upon them.

AGU and Measuring Students' ICC

Melissa Huntley, Eleanor Kane, and Mariko Eguchi
University of Shimane, Japan

The slides and presentation are available in the GPE XVI resource portal on GPE Connect here.

A Tale of Two Truths: On Collaboration in OIEs

JAGIELLONIAN UNIVERSITY IN KRAKOW

Mariusz Marczak, PhD
Chair for Translation Studies
Jagiellonian University in Krakow

Joanna Ziobro-Strzępek, PhD
Institute of Humanities
Krosno University of Applied Sciences

GPE 2023, Greenville, NC, USA, 22–24 May 2023

The slides and presentation are available in the GPE XVI resource portal on GPE Connect here.

What underpins intercultural online exchanges, such as the GPE Global Understanding (GPE GU) project, is the expectation that they will provide students with an opportunity to develop intercultural communication skills through active collaboration. In the GPE GU project, the expectation seems to be even greater, as apart from synchronous communication in groups and smaller pods, the students additionally need to complete the Collaborative Project, which tasks them with the development of a negotiated product promoting one of the sustainable global goals laid out by the Department of Economic and Social Affairs of the United Nations (GPE, 2022). At the Jagiellonian University in Kraków and the Krosno University of Applied Sciences, the GPE project has been used to augment the development of a range of skills relevant to the goals of contemporary translator education, which – inter alia – embrace involving students in situated (Risku, 2018), experiential (Pietrzak & Kornacki 2021) and (tele)collaborative (Kiraly, 2016; Marczak, forthcoming) learning. The GPE GU project undeniably fosters intercultural online communication. However, what requires scrutiny is its actual efficacy in delivering the learning outcomes with which it is credited by dint of the work modes that it entails. While GPE exchanges have been generally examined via retrospective reflections on experience (see Eppler, 2018; 2019; 2020; 2021; 2022), scant data is available on the nature of concrete interactive practices in which the students engage. This paper seeks to close that gap and reports on a study of interaction exchanges between students from the two afore-mentioned Polish universities and four partner institutions from France, Lebanon, Turkey and the USA. The research explored students' "individual actions" (Chiu 2000, p. 27) to establish the extent to which they evidenced genuine collaborative learning and consider the didactic implications of the findings.

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Austin W. Bunch Award for Excellence in Teaching

Elsa Cecilia Ramírez
Universidad Regiomontana, Mexico

Rosina C. Chia Award for Excellence in Teaching

Jorge Eduardo Reategui Carrasco
Universidad Continental, Peru

Rosina C. Chia Award for Excellence in Teaching

Blakely Brooks
East Carolina University, USA

GPE Secretariat Award

Eva Mendoza Balmaceda
Universidad Continental, Peru

Congratulations
GPE Awards

Congratulations to this year's GPE Award recipients. At this year's awards ceremony, in addition to announcing our instructor and institution awards, we introduced the GPE Secretariat Award. This award was created to recognize an individual in any role that embodies GPE's Strive & Aspire philosophy. We also recognized those institutions that have been with us for 10 or more years and instructors who have received their training badges. Congratulations to all!

Meng Fanxi Institution of Excellence Award

HAN_UNIVERSITY OF APPLIED SCIENCES

To view the awards ceremony presentation click here.

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New Initiatives

GPE Badging Level 2

Level 2 of the GPE Badging program will be launched this coming Fall. Level 2 will focus on concepts of culture, intercultural communication, and facilitation. Only those that complete Level 1 training are eligible to participate in Level 2. Those that complete Level 2 will be recognized as an Advanced GPE Instructor.

Partnership / Link Info Management

In the fall we will be moving to a new way to find your partner contacts and link information including your zoom account information. We'll be sending more information out about this soon.

Social Media

We've launched social media for GPE! Follow, like, and tag us.

https://linktr.ee/gpe_ve

Find us on Facebook, Twitter, Instagram, and Linkedin.

GU for Instructors

This fall we will pilot a new program we are currently calling GU for Instructors. This program will provide an opportunity for instructors and staff at GPE partner institutions to participate in a GU like experience where you can build your own cultural awareness and intercultural skills while also identifying practical strategies and resources that you may be able to use with your students/colleagues. More information to come!

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