

# Mind the Gap: Bridging student development with global education

Aaron Klein, Heather Schieman & Katie Ryan



2021 International Education & Exchange Summit  
*Catalyst for Inclusion, Access, and Progress*

# Mind the Gap: Bridging Student Development with Global Education



# Today's Objectives and Goals

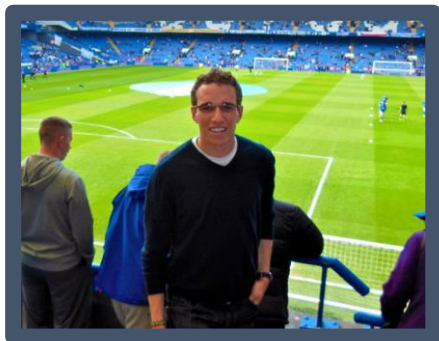
- Introduce participants to key concepts that make up student development theory
- Empower participants to recognize where they are already using practices based in student development theory.
- Inspire participants to incorporate student development theory into the overall approach in working with students and the creation of programming.
- Allow participants from diverse backgrounds to connect with each other to benchmark and collectively set short and long term goals to incorporate student centered practice into their work.

What word comes to mind when you hear  
“student development?”



In what ways were you transformed, or changed, by your time overseas?

# Who we are



**Aaron Klein**

Global Education Manager,  
College of Engineering at  
The Ohio State University



**Katie Ryan**

Regional Director  
University Relations  
API



**Heather Schieman**

Assistant Director  
of Education Abroad  
University of Dayton

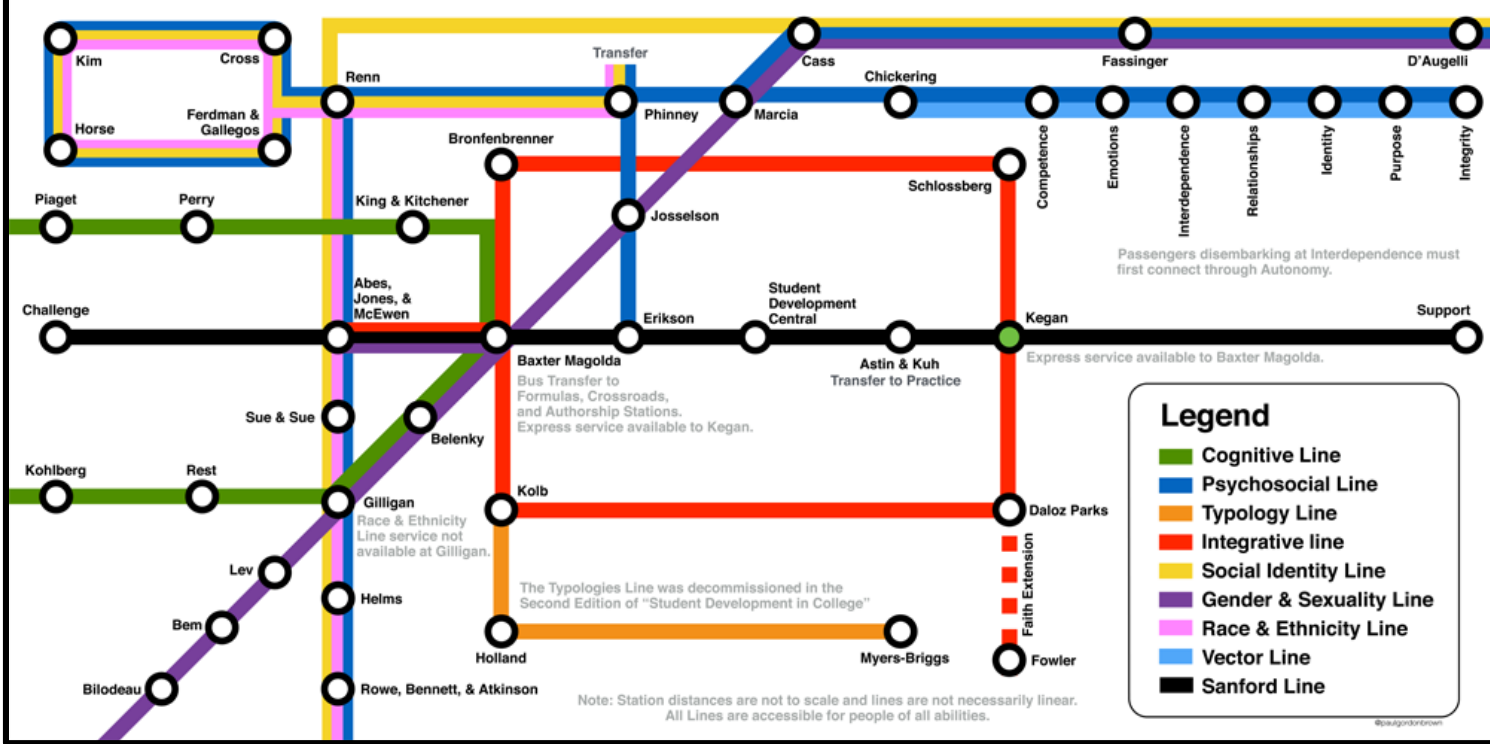


“The ability to do good work within one’s discipline or program area must include both competence in a specific area of knowledge or function and commitment to horizontally defined and broadly held student outcomes. Just as a career counselor cannot focus exclusively on career content and counseling, but must also address the development of cognitive complexity and citizenship skills, so a physicist must devote some of her attention to supporting student engagement, understanding and addressing student learning, and assessing the contributions of her courses to critical thinking and problem-solving capacities” (Keeling et al., 2007, p. 30).

# Pb<sup>PhD</sup>

Dr. Paul Gordon Brown

## The Student Development Transit System Map





# Creating an environment

- Study abroad as a milestone during student's journey
- Consider the environment you create:
  - Advising space
  - Office space
  - On-Site space
    - Study centers, classroom space, etc.

# Creating an environment

$$B = f(P, E)$$

Behavior = function (Person, Environment)

## Lewin's Equation

- The environment we create matters
  - Our office, building, advising practices
  - Pre-Departure Programming
  - On-Site Programming
  - Returnee Programming
  - DEI

# Scenario

You are a study abroad advisor who facilitates a faculty-led summer program to Berlin, Germany. You just conducted post-program evaluations with mixed responses.

One student responded “I had never traveled before so I really liked the close-knit nature of the program. We spent all of our time with the group - we lived together, took our classes together, and traveled on our program’s weekend excursions together. I was so nervous that I didn’t know the language or German culture but my trip leaders were always around to help if needed.”

Another reported “I’ve been studying German for several years and was disappointed that I didn’t get to improve my language skills as much as I hoped to. Even though I took a German language class abroad, I didn’t really get to interact with any German students since all of my classmates and roommates were other U.S. students on the program. “

- Considering the impact of the program environment on each student’s study abroad experience, what changes might you consider for next year based on this feedback?

# Reflect

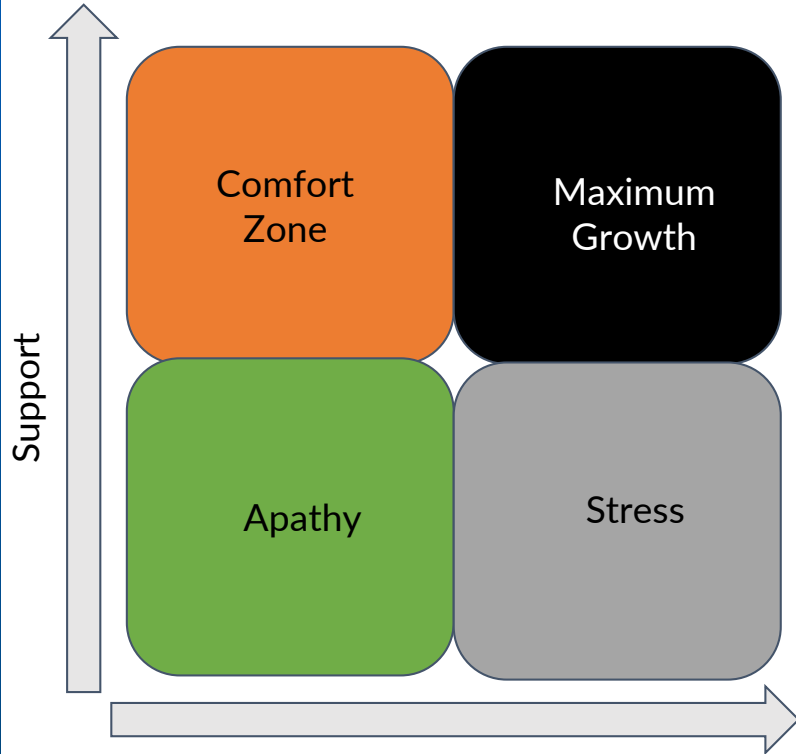


Sanford's theory of challenge and support states that for optimal student developmental growth in a college environment, challenges they experience must be met with supports that can sufficiently tolerate the stress of the challenge itself.

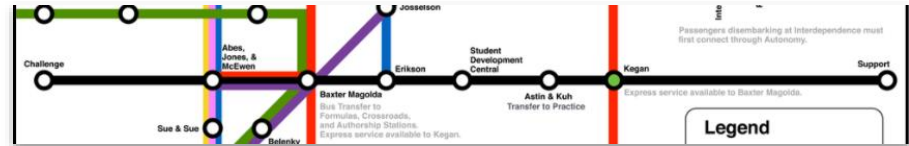
Challenge: Situation that pushes the learner to grow

Support: Buffer in the environment that helps the individual to successfully meet challenges

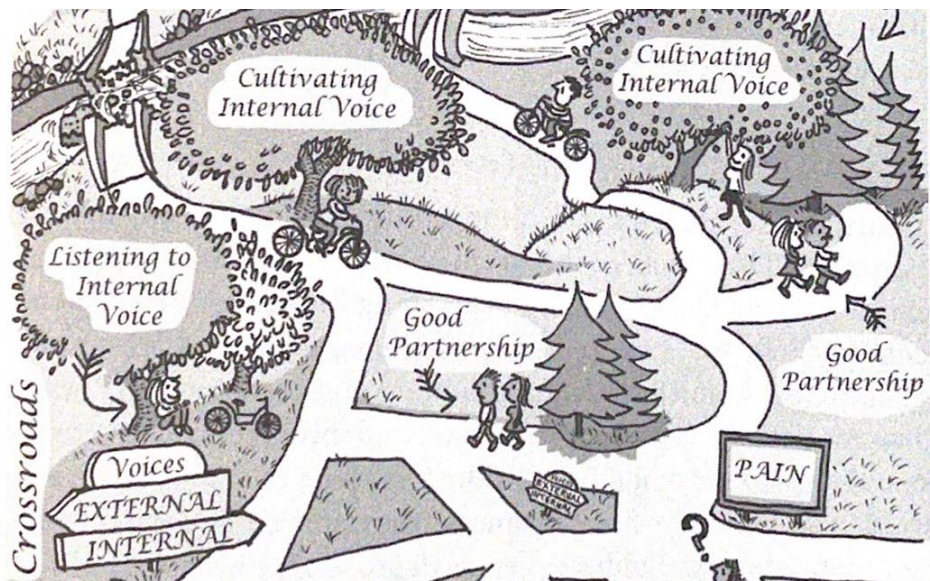
# Sanford: Challenge and Support



**Readiness:** Student's ability to meet the challenge



# Marcia Baxter-Magolda *Self-Authorship & the Learning Partnership Model*



- Develop Internal Values
- Deal with internal tension
- Success & Failure: feelings outcome

*What do others expect of you?  
What do you want for yourself?*

*Hear your own voice and trust it*

# Parent Involvement

## Student Advisee #1:

"I don't know, my parents said it's a good idea. I'll call them. My mom has questions"

## Student Advisee #2:

"My parents are against me doing this. But it's exactly what I want, and need, to do. Can you talk to them?" Or better yet, "Can you help me keep moving forward, even though they are mad?"

## Student Advisee #3:

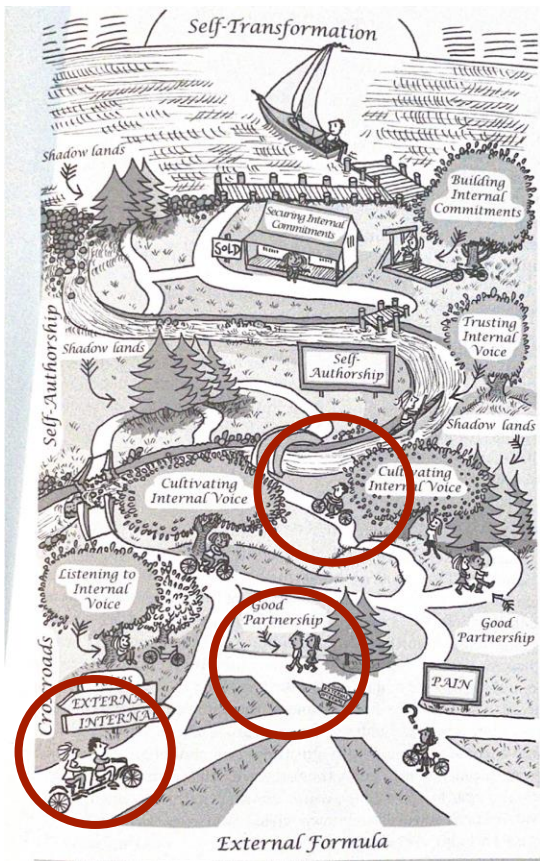
While talking to their parent they often reply with short, supportive answers stating "This is their responsibility. I just want to make sure I fully understand, so I can help when needed."





# Reflect





### Student #1

This student most likely has not yet begun the process of defining their own internal voice. Or they are not allowed to due to the authority of their parents. **Our charge as their partner:** cultivate a space for the student to recognize their own voice and preferences.

### Student #2

This student is in the act of breaking away from their parents in terms of who serves as the authority in their life. These growing pains were felt by student and parent. **Our charge as their partner:** be the student's champion and encourage them to trust that new internal voice

### Student #3

This student appears to have strong supportive partnership from their parents. They are empowered and supported. **Our charge as their partner:** be another authority in their corner who helps them build on their internal commitments.



## Study Abroad as a Transformational Experience

My experience in this particular program was unforgettable. Though it was **challenging adjusting** to a new lifestyle and academic structure, **I believe that I grew as a person and learned more about myself as well as my desires for the future.** I traveled, I learned, I gained friendships that will last a lifetime and most importantly, **I came back home appreciating the things I once took for granted.**

*-Fall 2013 Participant, Spain semester*

*University of Dayton*



# Advising

You have an advising session with a student interested in studying abroad. This student expresses concern about their identity abroad and this impacting their experience. They also seem timid about leaving their campus community, as they have never left the U.S., nor do they have a location or program in mind. However, this is an opportunity that the student has always wanted to pursue.

How would you respond? What practices or principles might you use to engage with this student?

# Reflect



# Appreciative Advising



# Appreciative Advising

- Disarm : Positive first impression
- Discover: Open-ended questions
- Dream: Find out their “ideal” program...why?
- Design: Collaborate
- Deliver: Student charts their path
- Don't Settle!

# Appreciative Advising

- How do I want a student to feel after working with me?
- If this were the President's/Dean's/etc. child, how would I advise?
- Meeting students where they are at
  - Intake form/Goals form



# Working in a Gen Z and COVID World: Does student development change with the times?

- What challenges, or changes, have you seen in your students?
- What considerations should be made knowing the obstacles our students are facing?
- Knowing the environment, how can we best adapt to meet students where they are?



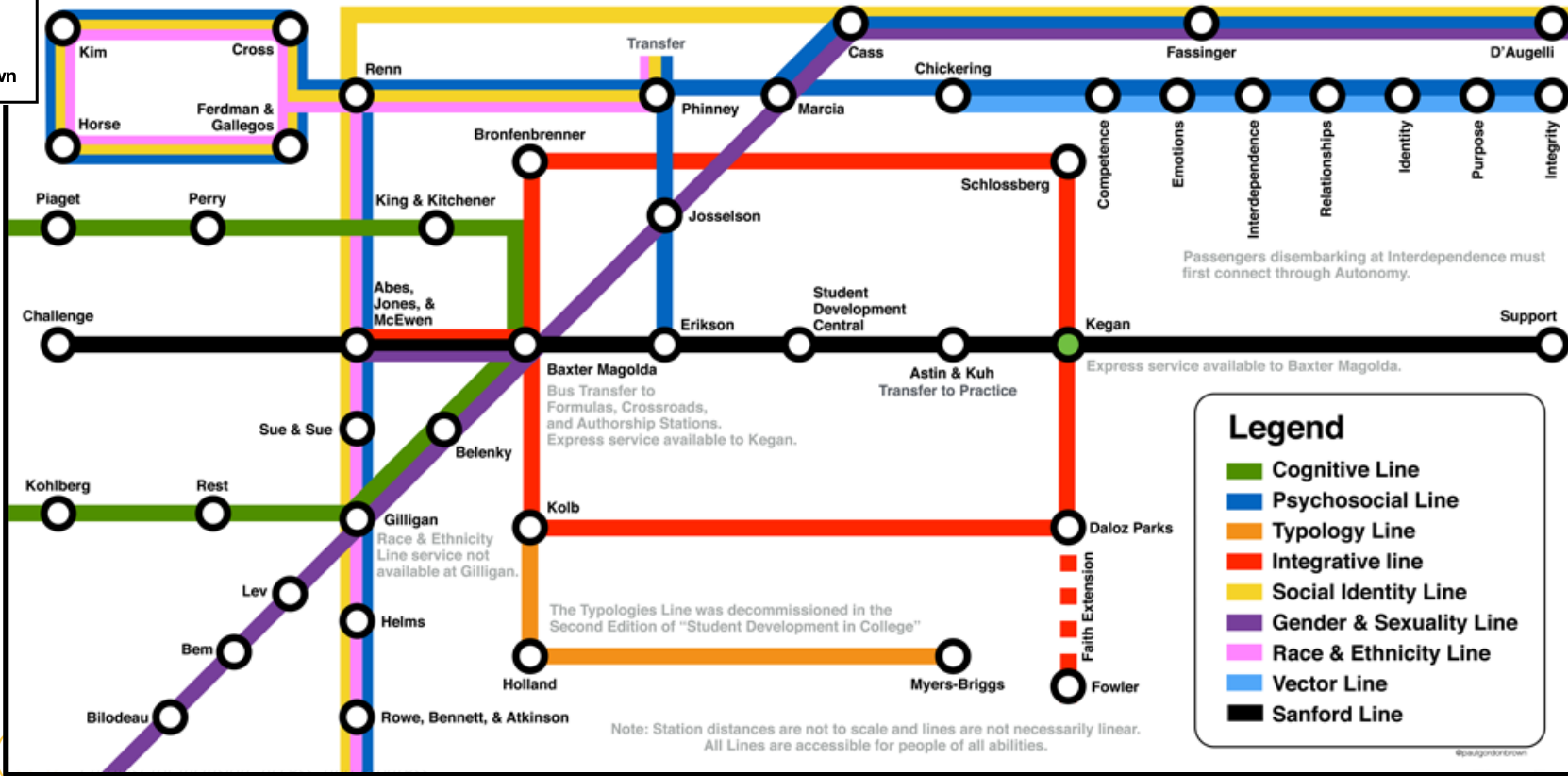
# Takeaways

- What is one practical thing I can implement in my office over the next 6 months?
- How has your awareness changed in how you work with students?
  - From this, what do you hope to implement into your office and/or work with students?

# Pb<sup>PhD</sup>

Dr. Paul Gordon Brown

# The Student Development Transit System Map



# Resources to learn more...

<https://www.fau.edu/education/centersandprograms/oae/aai/> (Florida Atlantic Appreciative Advising Institute)

<http://apps.nacada.ksu.edu/conferences/ProposalsPHP/uploads/handouts/2014/C224-H06.pdf> (Appreciative Advising PDF Overview)

<https://www.slideshare.net/paulgordonbrown/student-development-theory-subway> (Student Development Subway)

What is Student Development Theory? Understanding How College Affects Students (LSU Online):

<https://online.lsu.edu/newsroom/articles/what-student-development-theory-understanding-how-college-affects-students/>

Using Student Development Theory for Inclusion and Success in Education Abroad (CEA):

[https://www.studyabroadcapacitybuilding.org/wp-content/uploads/2019/02/cea\\_refining\\_practice\\_student-development-theory.pdf](https://www.studyabroadcapacitybuilding.org/wp-content/uploads/2019/02/cea_refining_practice_student-development-theory.pdf)

Integrating Student Development Theory into Education Abroad Advising (Amanda Lentz: SIT Graduate Institute):

<https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=4164&context=capstones>

Baxter-Magolda's Self-Authorship Theory Video by David Strickland <https://youtu.be/yDalyhzNOow>