

While I work in The College of Global Studies at Arcadia University, which is primarily focused on education abroad programming, I'm here today representing Arcadia University's faculty who are looking to create the kind of experiential learning environment described so eloquently by our previous speakers, Mike Woolf and William Hyndman.

I'd like to share a brief profile of the experiential model, which we refer to as Global Connection, but sometimes more casually on campus as "global/local". Frankly, the latter terms has some value for us on campus because it connects the ideas of global education and the local environment in a quick phrase that most of us on campus slur together as, "global/local". Hidden in that mumble is a message that the two concepts are tied; and with senior leaders, faculty and all of us using that language, the inclusion premise of global education is advanced.

And while I'm making a point about nomenclature and terms, we at Arcadia University, and are still in the process of educating our students and a few members of our faculty on the distinction between the terms *global* and *international*. In this context, *global* is an inclusive term that allows the home, U.S. environment to participate in things global, as opposed to *international* which suggests crossing boundaries and a 'here' versus 'there' that creates images of separateness. As an aside, I don't think the term international, or images of separateness are necessarily problematic, because they are quite real. But for the purposes of this discussion, I suppose the point is that Arcadia University aspires to be a global institution with globally-minded students; and I shall fully side-step the more problematic discussion of creating global citizens.

So, in September 2008, the Arcadia University faculty introduced an entirely new institution-wide general-education curriculum. Under the previous curriculum, students were required to either study abroad or take a course with international content. And while successful for introducing an international element as part of the curriculum, it failed to move global-mindedness as a fundamental and required part of education at Arcadia, rather than something optional or peripheral. In essence, there lacked a sense

of continuity between this international requirement and the rest of the Arcadia curriculum. Additionally, it did not take advantage of the experiential elements of education whether in the study abroad context or outside of it.

The new curriculum sought to make a subtle shift away from a content approach to a global requirement and towards a practice approach, with an emphasis on connecting the student experience with formal learning. It became clear to us that critical exploration of global interconnections, interdependence and inequity across nations should be central to the global learning curriculum. Thus, we defined global connections as an intellectual practice—the ability to take a global perspective—rather than an area of inquiry in a particular field of study.

With that as a bit of the underlying rationale, the curriculum is structured so that existing courses—across all disciplines—can be listed as meeting the global connections intellectual practice requirement. The courses must explore interconnections, interdependence or inequality and incorporate experiential learning elements into the course structure. Students need to take a series of these classes throughout their undergraduate career.

In addition to global connections courses, the curriculum also requires students to participate in a global connections experience. This again represents a subtle shift away from strict study abroad to study away (a term that represents domestic U.S.-based, off-campus study). Courses are linked to communities in Philadelphia, such as in Chinatown, a local Buddhist community, the Italian Market area, Mexican and Vietnamese communities in South Philadelphia, the Latino Corridor in North Philadelphia, local prison communities, as well as the Amish community, which is prevalent in the greater Philadelphia region. These local and regional linkages are in addition to several other domestic exchange partnerships that Arcadia University maintains, such as those with Whittier College in Los Angeles.

The importance of these linkages rests on the premise that infusing these experiences throughout the curriculum ultimately serves toward creating a more globally minded student body. Whether it's a marketing class or sociology or a chemistry class, experiential elements that explore the global/local connection are at the heart of the curriculum.

There are two other features of the curriculum that are worth mentioning—one is that all students must take an online global connections course, while they're participating in one of their semester long experiences. The class is simply called Global Connections, with about 15 sections on offer each semester. It brings students together that are abroad, for example in London or Athens, with students studying away in Whittier or New Orleans, as well as with domestic-based students who are engaged weekly in one of the local Philadelphia communities that I mentioned earlier. It's a very diverse and vibrant group. The course content is ethnographic in nature, focusing on observation and reflection and incorporating student online posts, relevant blogs, videos or photos that capture an aspect of the week's topic. It also requires that student interaction and intends to create awareness about the connections that exist between their seemingly disparate experiences. As an example, one lesson explores the concept of social mapping. Students are directed toward some common readings to introduce the concept and then they each submit a social map of their own, making use of their physical cultural environment, analyzing the cultural features and then commenting of their peer's submissions.

The second feature of the curriculum worth mentioning in this context, is the capstone project—which all majors require in the fourth year. Again, the assessment rubric requires a demonstration of interconnectedness, interdependence and inequity referencing their intellectual practices throughout their study.

I share this lengthy description of curriculum to make the point that institutions which value experiential learning must find meaningful ways to infuse it throughout the curriculum in order for it to be effective. In Arcadia's experience, it was not sufficient to limit the experiential elements to one semester or activity without trying to capture the learning that occurs outside the classroom. Further, study abroad needs to be more formally linked with other curricular goals. We are a means, not an end. And so the better we become at articulating the value and connections between structured classroom learning and structured experiential learning, as well as the connections between global and local issues and their relevance to the student's life journey, the clearer our mission becomes. Thank you.