Experiential Global Learning (EGL)

UCONN
GLOBAL

Experiential Global Learning

Framing “International” vs. “Global”

International: Problematic dualism of domestic and foreign (“Us” vs “Them).

Global: More inclusive and connects local, regional and global scales (All in one).

Experiential Global Learning

Global experiential learning *at the University of Connecticut offers educational programs—designed by faculty, practitioners, global partners and community leaders—which provide students with both field/practice-based and classroom learning opportunities that build intercultural competence and promote critical thinking. These programs foster collaboration and equip students with the means to understand and apply knowledge, skills, values, and attitudes in a global context. Whether domestic, international, virtual or via a hybrid modality, Experiential Global Learning is an integral component of life-transformative undergraduate and graduate curricula.*

Experiential Global Learning

EXPERIENTIAL GLOBAL LEARNING PLANNING COMMITTEE

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Experiential Global Learning

Students develop an awareness of their place in the world, build intercultural competence and global citizenship.

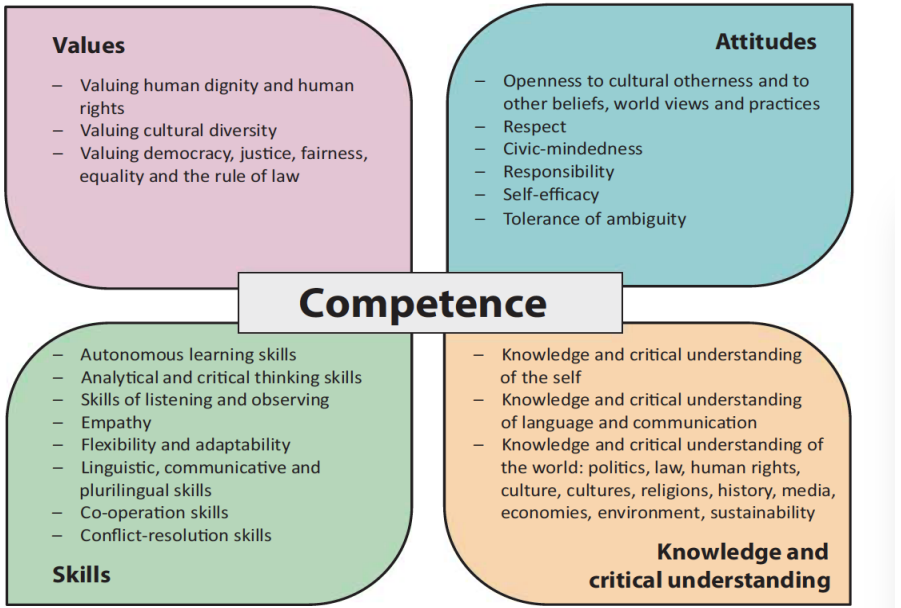

Figure 1: *Reference Framework of Competences for Democratic Culture* (Council of Europe, 2018)

Experiential Global Learning

Diversifying Scope and Reach

Scope

EGL programs can be in person, virtual or hybrid and include conventional classroom learning, internships and community based service learning.

Reach

Continued focus on broadening student engagement and on boosting student participation across all demographics including underrepresented students, first-generation, low income,.

Experiential Global Learning

Program Approval Process

The approval process for Education Abroad programs has been established by the University Senate Scholastic Standard Committee. The EAAC meets several times a semester to review new programs and make recommendations for program approval.

Experiential Global Learning

Current State of EGL Programs

We continue to serve our students with in person, virtual and hybrid programs which include conventional classroom learning, internships and community based service learning. Since the onset of the pandemic, 355 students have engaged in a series of programs including virtual programs, exchange programs and faculty led programs. We have also developed several international and domestic programs including the Multicultural Psychology program in Hawaii and the Borderlands program in Arizona and Mexico. We also developed short term programs for our 400+ students in China who were unable to travel to the United States due to travel restrictions.

Challenges with Covid-19 and restricted Travel

The ongoing pandemic continues to be challenge with in person programs. We continue to navigate this process which includes country specify entry restrictions – PCR tests, vaccination, quarantine.