


3-2023

Project-Based Internationalization: Providing Accessible and Equitable High-Impact Education

Kayli Hillebrand
khillebrand20@georgefox.edu

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GEORGE FOX UNIVERSITY

PROJECT PORTFOLIO:

PROJECT-BASED INTERNATIONALIZATION:

PROVIDING ACCESSIBLE AND EQUITABLE HIGH-IMPACT EDUCATION



IN PARTIAL FULFILLMENT FOR THE DEGREE OF
DOCTOR OF LEADERSHIP IN GLOBAL PERSPECTIVES
PORTLAND SEMINARY

BY:

KAYLI HILLEBRAND

PROJECT FACULTY:

DR. REBECCA JEONG

PORTLAND, OREGON

MARCH 2023



CERTIFICATE OF APPROVAL

This certifies that the doctoral Project Portfolio of

Kayli Hillebrand

has been approved by
the Evaluation Committee on March 8, 2023
for the degree of Doctor of Leadership in Global Perspectives.

Evaluation Committee:

Primary Project Faculty: Rebecca Jeong, PhD

Second Project Faculty: Karen Tremper, PhD

Lead Mentor: Jason Swan Clark, DMin, PhD

Evaluation Committee Referee: Loren Kerns, PhD

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Dedication

For Caleb & Hannah,
the two miracles I have the privilege of being mom to.

Acknowledgments

My gratitude for not only completing this degree, but the grace that covered these last several years, is first to the Lord. The healing, unexpected diagnoses, new life, and navigating a doctoral program during a global pandemic will forever be one of the most interesting seasons of my life – and one that will forever be marked by His faithfulness.

Thank you to Ezekiel's River and Hope International School for allowing me to use your work as examples of how partnerships around the globe can be innovative, solution-oriented, and edifying for all involved. More information can be found at <https://ezekielsriver.com/>.

To my LGP cohort, the ones that I will not meet in person until the day our degrees are conferred, thank you for walking this journey alongside me. I will always be grateful for your consistent prayers, support, and throwing the best virtual baby shower the LGP has ever seen.

To my peer group – Nicole Richardson, Henry Gwani, Jonathan Lee – I could not have picked a more perfect collection of peers to do this with. You have each brought valuable insight and perspectives that I could not have gained without you. Dr. Rebecca Jeong, you have been the kindest leader throughout these last several years. Thank you for the steady encouragement, joy, and excellence that you gave at every step of this program.

To my friends, family, coworkers, and students that have seen me through, the preciousness of community is not lost on me. Your dedicated care, prayers, and cheers have equipped me more than I could ever express. An added appreciation to each of you who participated in a workshop, interview, or any other component of this process.

To my mom, I do not know how I would have made it to this point without you. You have been the nurse, chef, housekeeper, cheerleader, and best Grammy – this would simply have been impossible without you. Thank you for your constant support at every curve of this unexpected journey.

To Ryan, Caleb, and Hannah, thank you for making the space for this idea to become reality. This has been a group project from the onset, and you have given me every ounce of inspiration to continually work with excellence and provided the best study breaks. I love you three endlessly.

Epigraph

“The one who learns and learns and doesn’t practice is like the
one who plows and plows and never plants.”

-Plato

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List of Abbreviations

AAPISI – Asian American and Pacific Islander Serving Institutions

COIL – Collaborative Online International Learning

HBCU – Historically Black Colleges and Universities

HSI – Hispanic Serving Institution

ILO – Institutional Learning Outcome

IT – Information Technology

IRB – Institutional Review Board

MSI – Minority Serving Institution

MOU – Memorandum of Understanding

MVP – Most Viable Prototype

NPO – Need/Problem/Opportunity

PBI – Project-Based Internationalization

PBL – Project-Based Learning

ROI – Return on Investment

SLO – Student Learning Outcome

TCU – Tribal Colleges and Universities

Glossary

Accessibility. As defined by the U.S. Department of Education Office of Civil Rights to mean “When a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally integrated and equally effective manner, with substantially equivalent ease of use.”¹

Co-Curricular. As defined by The Forum on Education abroad to mean “Relating to activities or events that complement or enhance curricular goals.”²

Cross-Cultural Competency. As defined by the U.S. Department of Education International Affairs Office to mean a skillset including critical thinking, communication, socioemotional and language that demonstrate the knowledge individuals have to fully engage in and act on issues of global significance.³

Curricular. As defined by The Forum on Education abroad to mean “Relating to expectations and requirements for a program of study.”⁴

Experiential Education. As defined by The Forum on Education abroad to mean “Learning by doing. This term, which traces its origins to the works of John Dewey, encompasses a vast array of approaches to learning inside and outside the classroom that complement more conventional instruction. Methods may include research, field trips or seminars, laboratory work, fieldwork or observation, as well as immersion in workplace settings, such as internships, volunteering, teaching, and paid jobs. Giving structure to the learning experience through observation, reflection and analysis is often seen as an essential element of experiential education. Experiential education may be curricular (for credit) or co-curricular (not for credit).⁵

¹ “Resolution Agreement: South Carolina Technical College System,” U.S. Department of Education, Office of Civil Rights, last modified 2013, <https://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-b.html#:~:text=%E2%80%9CAccessible%E2%80%9D%20means%20a%20person%20with,substantially%20equivalent%20ease%20of%20use.>

² “Glossary,” The Forum on Education Abroad, accessed January 22, 2023, <https://forumea.org/resources/glossary>.

³ “Global and Cultural Competency,” U.S. Department of Education, International Affairs Office, accessed September 5, 2022, <https://sites.ed.gov/international/global-and-cultural-competency/>.

⁴ “Glossary,” The Forum on Education Abroad, accessed January 22, 2023, <https://forumea.org/resources/glossary>.

⁵ Ibid.

Equity. As defined by The Forum on Education abroad to mean “Creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps.”⁶

High-Impact Education. As defined by the American Association of Colleges and Universities to mean “Teaching and learning practices based on evidence of significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education.”⁷

Hispanic Serving Institution. A federal designation to a college or university that meets specific enrollment measures of full-time Hispanic students.

Project-Based Internationalization. The deliberate integration of intercultural and global components into faculty-guided projects in which students engage in solution-based strategies to real world problems.

Project-Based Learning. Student initiated learning that addresses a specific problem and often has a tangible product as a result and spans a significant amount of time.

⁶ Ibid.

⁷ “High Impact Practices,” American Association of Colleges and Universities, accessed May 17, 2022, <https://www.aacu.org/trending-topics/high-impact>.

Research Method

This Doctoral Project utilized a blended research and design methodology called ‘Collaborative Design for Ministry and Nonprofit Contexts.’ In Collaborative Design, practitioners work with stakeholder representatives to address a Need, Problem, or Opportunity (NPO) in their context. Using a combination of bibliographical resources, local knowledge derived from stakeholder workshops, and an iterative process of continuous adjustment using ‘just enough’ feedback information at each juncture of development, practitioners produce an application-oriented Project that seeks to effect Christ-centered change.

Abstract

Inequitable access to global education has long excluded populations of students that are unable to participate in models that require travel away from their home institution. This is especially felt at institutions with a Hispanic Serving Institute (HSI) designation. Factors that contribute towards this end are varying familial and economic systems, financial models, lack of accessible educational accommodations when not at the home institution, mobility restrictions at the host institution, student ability to travel or obtain proper documentation to travel at the state, federal, or international government levels.

Considering inequitable access to global education for university students, embedding Project-Based Internationalization provides a modality for high-impact education that is available for all. If implemented, the students, faculty and the institution at large would demonstrate quantifiable outcomes related to contextualized academic achievement, student-driven equitable education, international pedagogy, and increased cross-cultural competencies.

Project-Based Internationalization (PBI) is the deliberate integration of intercultural and global components into faculty-guided projects in which students engage in solution-based strategies to real world problems. Designed to be inter- and cross-disciplinary in nature, students and faculty across all academic disciplines can engage in leveraging their curriculum to meet several academic and institutional goals through one program. These discipline specific programs provide equitable access for all students to engage in real-time global relationships, expand their cross-cultural skillsets, and develop solution-based strategies to current global issues. This high-impact practice is no longer only reserved for those participating in traditional methods of international education but rather leverages the globalized world and advanced technology to combine any academic discipline with experiential education.

This comprehensive co-curricular guide is designed for those in Christian higher education to design and implement Project-Based Internationalization programs across academic disciplines that can be scalable and customizable, tailoring programs to their specific populations, contexts, disciplines, and needs.

Introduction

I have distinct memories from a young age of being exposed to real-world needs and learning that there was always a capacity to serve others in one form or another. From purchasing a newspaper on the corner from a man intentionally turning from a history of addiction to spending a week in the mountains at a camp for kids who had a history of abuse that were currently in the foster care system, a core value of engaging in real-world problems was developed. Having now served in an administrative role at a Christian university for over a decade where my energy has been spent in the equipping and empowering of students towards mobilization into the local and global communities, it is evident that some of the traditional modes of engagement simply do not meet the various realities of some of our student population. For some, studying abroad in another country is still feasible and I encourage it at every possible opportunity. Yet for others, there are barriers such as the necessity to work, family commitments, the financial obligations of travel, access for all ability levels, and immigration status for themselves or family members that prevent participation in programming that offers intentional cross-cultural engagement. Looking at the growing need for accessible and equitable higher education initiatives that allow for all students to thrive, engage with other people groups and cultures, and contribute towards solutions to real-world problems, this concept of Project-Based Internationalization, which I first heard in passing on a webinar, began to take hold of me. What if it were possible to take the theoretical assignments that currently exist across academic disciplines and match them with a corresponding individual, business, church, or ministry with a need of the same nature?

This idea had been percolating for quite some time when the global pandemic hit in 2020. Overnight, so many components for higher education were dramatically shifted and the urgency of needing high-impact practices for an online education was suddenly at the forefront. It solidified for me that Project-Based Internationalization was not only possible but could effectively meet several of the academic services gaps that exist for many higher education institutions. This is the focus of my Doctoral Project, and it aims to equip faculty, staff, and administrators at Christian higher education institutions with a roadmap and accompanying tools to develop and embed this mode of intercultural and global education into their existing curriculum.

Throughout the development of this Doctoral Project, I utilized a discover-design-deliver framework. From the onset, I engaged with stakeholders across the spectrum that would be impacted by this form of intercultural education spanning from those on campus to scholars and partners around the globe. Those involved represented a wide array of individuals in age, role at/with a university, ethnicity, nationality, international perspective, and potential of utilizing the outcome of this work. At each phase, feedback was solicited and incorporated into the fine tuning of the final version of the project that is provided in this portfolio.

DISCOVERY PHASE

At the time of writing this, I serve as the Associate Dean for International and Experiential Education at a Christian university with a Hispanic Serving Institution (HSI) federal designation. My role is to

work collaboratively with faculty across all academic disciplines in identifying and executing programming in the local and global communities that mobilize students to both engage deeply and utilize their education in real-time. While in this phase, it is important to note that the implications of the pandemic were still largely unknown. The world was roughly six-months past the instructions to stay home for two-weeks to 'flatten the curve' with students and faculty alike questioning if there would be a return to normal, pre-pandemic education modalities. From the onset, I saw the significance of Project-Based Internationalization for academics, but more so considered it a platform to launch from rather than a high-impact practice on its own.

I held a Discovery Workshop in a virtual environment, utilizing online tools to gather input, ideas, and insights from students, faculty, staff, and study abroad program providers around the concept of providing an alternative mode of global education, one that would be more easily available and thus offer a more equitable access to high-impact practices. The goal was to identify barriers to engagement as well as the needs of current student populations that were actively involved in their academic careers. I then held individual interviews with three professionals that provided further feedback on the outcomes of the workshop, each providing additional considerations. These individuals included a university faculty member at a large state university from whom I had first heard the term Project-Based Internationalization, a published author, speaker, and consultant in the field of leadership with significant global expertise, and a scholar at a Latvian university that was practicing a similar model of education with several European partners. As a result of this phase, there was little adjustment to the original focus of the project and Need-Problem-Opportunity (NPO) statement. The key learnings from the discovery phase identified additional areas to examine and define, including the development of a realistic cost model, theological framing, and associated language, the sustainability of such programming, and ongoing questions of how international education would function in a post-pandemic world.

DESIGN PHASE

During this next phase, I held a Design Workshop that provided an opportunity for similar stakeholders to speak about the formation of a final product that would address this NPO. Contextually, education had largely resumed pre-pandemic operations and the workshop was able to be held in-person. The workshop focused on identifying challenges to the stakeholders that would directly be impacted by PBI, namely students, the university, and global partners, and then proceeded to identify potential solutions. At the conclusion of the workshop, three clear concepts had emerged that the workshop participants felt would best address the NPO. The three concept pitch ideas that emerged in this phase were 1) a fully developed curriculum for PBI, 2) a family guide that would more effectively communicate the importance of experiential educational experiences such as PBI to families, largely for those identifying as first-generation, and 3) a series of pre- and post-assessments that universities could customize to effectively and efficiently identify, develop, and execute PBI programming in their given context.

I then individually met with three professionals, presenting a summary of findings and three potential solutions for additional insight and feedback. The individual interviews included an administrator in K-12 education with significant experience in project-based learning practices, a disability services

administrator at a large state university, and a student success administrator at a Christian university. While there would be added value in the further development of any of the three concept pitches, there was clear consensus through the conversations that a developed curricular guide for faculty and identified pre-assessments to further direct universities towards the identification and execution of this programming would be most effective. While the family guide held potential, each professional was able to identify other resources currently utilized by educational institutions to address similar needs for first-generation students and their families. With this additional clarity as to the direction of a final product to address the NPO, I dove into research and literary review of topics directly applicable to Project-Based Internationalization programming.

In the research, I discovered more about the historical roots of common barriers that underrepresented student populations experience and how the inconsistencies in terminology surrounding experiential education contribute towards a lack of integration of such programs and in result, decreased educational effectiveness. While I specifically focused on HSI populations, it was clear that there are numerous other student populations that are limited in their exposure to traditional modes of high-impact global education practices, most of which require extensive financial, time, and travel commitments.

Considering the specific challenges and opportunities for Hispanic Serving Institutions that emerged from the workshop and research, I moved forward with the merging of the three concept pitches into a cohesive curricular guidebook for university faculty, staff, and administration. This became my Most Viable Prototype (MVP) that I would spend the remainder of my educational career developing. The rationale for the combination was simply that the creation of a curriculum without assessment or vice versa would be a resulting product that was incomplete. Education necessitates assessment. Measuring student learning and faculty effectiveness is at a minimum critical for ongoing accreditation requirements. The goal for this product is to provide a customizable and scalable framework for higher educational institutions, outlining a map that would equip professionals in the development of high-impact global education that was accessible for all students.

DELIVERY PHASE

The final phase of the Doctoral Project has been dedicated to the execution of a developed curricular guidebook. The scope of the project includes a comprehensive foundation focusing on the definition and components of Project-Based Internationalization as well as the purposes and benefits of engagement for students, faculty, academic institutions, and the global common good. It then offers suggestions for program length, ranging from one-day to one-year programming options depending upon the needs and realities of the educational institution and given academic disciplines. The guidebook offers suggestions for how to develop a program, which cross-campus partnerships to consider engaging, pre- and post-assessments that ensure intentionality, institutional support and sustainability, and how to effectively navigate obstacles that will arise.

There are three benchmarks that I developed to assess the effectiveness of this project which span the various key stakeholders involved:

- Higher education faculty can identify at least one (1) model of project-based internationalization that could be incorporated into their existing curriculum.
- University administrators, faculty, and/or staff can articulate at least three (3) ways in which project-based internationalization would increase equitable access to high-impact education for their students.
- International partners (program providers, mission/nonprofit organizations) can identify at least one (1) project within their realm of influence that could benefit from a partnership of this nature.

I believe these benchmarks will provide an accurate analysis as to the effectiveness and potential use for implementing this high-impact educational mode of global education.

After completion of this academic degree, I plan to launch PBI programming starting at my own institution. With this, the further refinement of assessments for both the students and framework will allow for data analysis and ongoing refinement of the concept, development of international pedagogy, and hopefully lead toward the publication of the guidebook that will be utilized by other academic institutions around the globe. With this, I envision increased professional presentations at conferences, webinars, and training sessions for faculty and administration development. As higher education is settling into the new normal of a post-pandemic environment, there has been increased clarity that while traditional models of international and experiential education are still desired and effective, there needs to be a both/and framework. This expanded access to ensure all students are given the opportunity to engage in solution-based programming that meets real-world needs and is embedded in existing curriculum provides an additional mechanism for institutions to objectively measure their educational effectiveness.

KEY LEARNINGS

The process of this Doctoral Project felt much more like an archaeological dig than I expected. While certain components moved quickly, much of the time was dedicated to the slow, methodical, and seemingly trivial discoveries along the way. However, at the conclusion, those incremental steps led to the development of a product that feels much larger and more comprehensive than anything I could have created on my own. There were several challenges faced on this journey, both personally and research related, two of which I feel lend significant implications towards this NPO. The first is the lack of concise language for international and experiential education across not only higher education, but education in general. There exists such a wide variety of terminologies and definitions used which made research more challenging and led towards the temptation to move broadly instead of remaining focused on the core issue at hand. Secondly, the implications of a post-pandemic society and world are just now unfolding. As I write this, there are still countries around the world that are enforcing continued lockdown and isolation measures while others are widely open and have returned to a semblance of 'normal' societal functioning. It will take significant time to understand the depth of individual, educational, societal, and global implications that the

pandemic ushered in, which will aid towards the continual need to assess and adjust educational programming of this nature.

Further improvement to this Doctoral Project would include the development of a clear and concise lexicon to be used for international and experiential educational programming. This would require a significant evaluation of academic terminology currently in use and measuring it against globally accepted terms that are used in international and professional environments surrounding the common good. Additionally, development of curriculum to include the prevention of unintentional harm to partner communities, especially those with socioeconomic vulnerabilities, would be strongly encouraged. With PBI programming, the goal is for mutuality in collaboration, solution identification, and product development. Lastly, as PBI programming is executed, assessed, and analyzed, it would be prudent to give attention to the risk of PBI programming providing further disincentives to engage in traditional modes of international education due to the ease and access of it being in existing curriculum, having no required travel component, and requiring little to no additional financial commitments. While the focus is to expand high-impact global education, there is a possibility that it will unintentionally diminish established and traditional modalities in the process.

Along with the varied terminology that is utilized in relationship to international and experiential education, there are comparable approaches to Project-Based Internationalization that could be viewed as alternative approaches to the NPO at hand. There are two that I will outline and evaluate with the first being Project-Based Learning (PBL). This method is rooted in the American K-12 education system and focuses largely on the importance of student identified and led projects. The teachers are largely present to offer loose guidance throughout the process, which often spans an entire academic year. Within PBL, there may not necessarily be a specific problem identification component, product developed, or cultural competency focus. The next is Collaborative Online International Learning (COIL) in which faculty in similar academic disciplines and different international contexts partner together through an online environment to provide cross-cultural education. These collaborative efforts are heavily focused on cultural competency and mutuality in a learning environment but may not necessarily include assignments that are solution-based or have an end product developed. The primary focus for COIL is the collaborative and international nature of education through discussion, language acquisition, and shared teaching of curriculum. While both PBL and COIL have various overlapping elements with PBI, there are still clear distinguishing factors that delineate the unique opportunities that are offered within Project-Based Internationalization programming.

NEXT STEPS

With a long-term vision in mind for how this Doctoral Project can continue to develop and be implemented in higher education contexts, there are a few areas that require further attention and research. The first is to launch PBI programming intentionally with comprehensive assessment tools in the university setting that will provide objective and reliable data for further analysis. Ideally, there would be several programs developed across several academic disciplines to aid in a robust evaluation process of PBI programs. Additionally, developing and testing different cultural competency measurement tools and accompanying curriculum in relation to PBI programs would

allow for an added value to the curricular guide. Finally, as previewed in Appendix E, the intention is for the finalized guide to be formatted in a professional and visually appealing manner that lends itself towards ease of publication and presentation.

Over the course of this coming year, I intend to utilize my role and relationships in my current vocational context to launch PBI programs at my university. In doing so, I will be able to more strategically develop assessment and data tools that will lend itself towards further development of the Doctoral Project, with ongoing refinement. In this process, I intend to increase my participation in professional presentations, vocational trainings, and submit the guidebook for publication consideration with several professional associations. Further details towards the launching of the Doctoral Project can be found in the Project Launch Plan portion of this portfolio.

While the curricular guide for Project-Based Internationalization programming has occupied that largest portion of my energy over the course of the last several years, the journey this Doctoral Project has led me on is emerging to have provided the most significant impact as I near the end of my research. The direct application to my current vocational context has aided in a more expansive and comprehensive reach, wonder, and strategic planning as I look towards the future. The gift of navigating this season with the stakeholders that willingly participated, offering their insights and feedback along the way, cannot be adequately measured. My hope for this Doctoral Project is that it is not simply completed and filed, but that it is actively utilized, customized, and scaled to meet different educational contexts and constraints, all with the focus of further equipping and empowering students to leverage their education to meet real-world needs. While there is a desire for this curricular guide to continue to grow and become a published work in the future, I more so desire that faculty and administrators at Christian higher educational institutions are inspired and empowered to embed these programs into their existing curriculum and further move classroom instruction from theoretical to applied.

Doctoral Project

Introduction

The doctoral project that I have chosen to present is a guidebook for higher education professionals to direct them in the development and implementation of Project-Based Internationalization programs on their campuses. Regardless of academic institution size, degree programs, or student demographics, Project-Based Internationalization has the potential to utilize existing curriculum to meet real-world needs, offer global education that is accessible, and leverage student learning through an experiential modality. The following is this guidebook in a formalized document format. A sample of the guidebook in an alternative format that is more aesthetically appealing and envisioned for further publication is located in the corresponding appendices.

Project-Based Internationalization

The goal for this guidebook is to provide a map for institutions, faculty, and staff to navigate the development and incorporation of an alternative modality of international education that meets several of the ongoing needs of the current college-aged student demographics. While everything within this guide may not need to be addressed all at once, the hope for this resource is to provide ongoing direction as institutions develop and expand their comprehensive internationalization strategies that consider and meet the needs of their entire student population.

This guide is specifically designed for the Christian higher educational institution with a governmental designation of Hispanic-Serving Institution. While academic administrators, faculty and staff of this classification are the intended audience, the components and elements found throughout can be utilized, scaled, and customized within a wide array of academic settings.

Defining Project-Based Internationalization

Project-Based Internationalization, or PBI, is the deliberate integration of intercultural and global components into faculty-guided projects in which students engage in solution-based strategies to real world problems. It allows faculty to move their curriculum from the theoretical to applied, fostering an environment of creativity, critical thinking, and cross-cultural collaboration. For Hispanic-Serving Institutions, this is especially important given that their student population is less likely to participate in the traditional models of experiential education, including study abroad programming or international internships. When students are unable to engage in these forms of education, the academic institution becomes challenged with fulfilling their goals of holistically developing individuals that have the skills and capacities to navigate and contribute to a rapidly globalized world. Project-Based Internationalization provides an alternative model that stimulates equitable and accessible high-impact global education as an integrated practice in academic institutions.

Project-Based Internationalization, or PBI, is the deliberate integration of intercultural and global components into faculty-guided projects in which students engage in solution-based strategies to real world problems.

Comparably to Collaborative Online International Learning (COIL) programming, students and faculty engage in intercultural learning through the connection of two or more faculty and their respective courses. While the goals are similar to PBL, the main distinctions with COIL are that “the classrooms must be in geographical regions with different linguistic background,” the faculty often create a shared syllabus, and the programs typically run 4-8 weeks long.⁸ While COIL programming focuses on cultural diversity and problem-solving, the structure of the projects require significantly more time for faculty in the areas of coordination, preparation of student teams, and driving clarity on the scope of the given project.⁹ Additionally, COIL projects rely heavily on shared technology for not only interpersonal communication, but project management systems that can be accessed and utilized effectively for all involved, which often have an associated cost particularly when different languages are present.

Project-Based Internationalization also shares significant components with Project-Based Learning (PBL), a pedagogy utilized more traditionally in the American K-12 classroom setting. The foundations of project-based learning were laid decades ago with Adderley et al defining it as:

- (1) [projects] involve the solution of a problem; often, though not necessarily, set by the student himself [or herself];
- (2) they involve initiative by the student or group of students, and necessitate a variety of educational activities;
- (3) they commonly result in an end product (e.g., thesis, report, design plans, computer programme and model);
- (4) work often goes on for a considerable length of time;
- (5) teaching staff are involved in an advisory, rather than authoritarian, role at any or all of the stages – initiation, conduct and conclusion.¹⁰

Suzie Boss, a current voice leading the way for PBL states,

Projects form the centerpiece of the curriculum – they are not an add-on or extra at the end of a ‘real’ unit of instruction. Students engage in real-world activities and practice the strategies used in authentic disciplines. Students work collaboratively – and sometimes globally – to solve problems that matter to them and to real-world audiences. In many cases, students are involved early in the project design, contributing their ideas at the problem-finding stage. Technology is integrated as a tool for discovery, collaboration, and communication, taking learners places they couldn’t otherwise go and helping teachers achieve essential learning goals in new

⁸ Philip Appiah-Kubi and Ebenezer Annan, “A Review of a Collaborative Online International Learning A Review of a Collaborative Online International Learning.” *International Journal of Engineering Pedagogy* (2020): 110.

⁹ Ibid., 120.

¹⁰ Kenneth Adderley, *Project Methods in Higher Education* (London: Society for Research into Higher Education, 1975), 1.

ways. Increasingly, teachers collaborate to design and implement projects that cross geographic boundaries or even jump time zones.¹¹

While Project-Based Learning shares many similar foundational elements, PBI diverges from PBL in the direct connection and infusion of international learning into the given program. While students are highly engaged in the project specifics as with PBL, there is additional emphasis with PBI to work collaboratively and collectively with the partner(s) on the identification of the problem and potential solutions rather than determining it on their own. Lastly, PBL would emphasize the project being the key component of a given class while PBI is incorporated as part of the existing curriculum, ideally connecting it to a given assignment within the larger curriculum.

Components of Project-Based Internationalization

The primary distinction between PBI and other methods of international education is the ability to provide a high-impact global experience without the requirement of travel. Faculty and students can leverage technology in such a manner that the typical barriers to participation found with other modes of international or experiential education are mitigated if not all together eliminated.

Some of the other common components of PBI include:

- **Academic Integration:** At the core of this model is the embedding of a PBI program into existing curriculum regardless of academic discipline. PBI does not require the development of a new course, syllabus, or materials, but rather utilizes what is existing and enhances the content by taking an assignment or concept and connecting it to a real-world problem. This model ensures that academics and student learning remain the foundation of any program developed.
- **Project Partner:** Academic institutions can leverage their existing partnerships, domestic and international, when they develop a PBI program. Often there are more existing relationships across campus from a nonprofit organization through the outreach office, another university through faculty connections, or an international business through study abroad programs. Regardless of the nature of the relationship or which office on campus serves as point of contact, PBI programming capitalizes on what already exists rather than trying to create something new.
- **Project Definition:** In conjunction with the identified partner for the PBI program, faculty and students will move together through a solutions-based process to identify the problem to be addressed. Is there a product that needs to be developed? Is there discipline-specific expertise that can be presented to train and equip others that likely will not be able to attend higher education on their own? Is there a common good need that has implications for both

¹¹ Suzie Boss and John Larmer, *Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences* (Alexandria: Association for Supervision & Curriculum Development, 2018), 17.

the host institution and partner site that could be addressed in a collaborative method more effectively and efficiently? The definition of the solution is a key element of the PBI process.

- **Accessibility:** Due to the remote nature of the PBI program, faculty can ensure that the specific projects being embedded into curriculum are accessible to all students regardless of ability. Any accommodation a student has goes undisturbed. While many traditional programs innately limit participation especially for students receiving accommodations, PBI programming requires nothing more than what the student would already be engaging with of their home institution. According to the 2021 Open Doors Report, only 12.4 percent of all students who participated in traditional study abroad programming reported having a disability, the vast majority comprised of a mental disability, learning disability, or chronic health disorder.¹² Those with a physical or sensory disability, or who identify with autism spectrum disorder, were far less represented. While institutions can choose to adopt an optional travel or field component as a next step for continued student development, the PBI program in and of itself does not require travel. This alone removes most accessibility issues for students when considering engagement in a global education program, thus providing far greater access for all students.
- **Equity:** In short, PBI programming levels the playing field. The programming ensures that this high-impact education is available to all students as it is embedded into the existing curriculum. Common barriers such as finances, legal status, family responsibilities, or work commitments are no longer obstacles for students to navigate around for them to participate. Instead, students set their academic schedules given their varied commitments and needs, and the requirements for the PBI program are nothing more than their normal homework load would entail.
- **Time and Fiscal Limits:** Across all academic institutions, the need for more fiscally responsible and innovative programming is crucial. Taking time and fiscal limits for institutions, faculty, staff, and students into consideration, PBI programming offers maximized impact with minimal input. Timelines are determined by faculty, with options as brief as a one-day experience. Fiscal implications will vary by program with the intention in PBI programming to capitalize on what is already existing, minimizing the fiscal investment needed for any party involved. For an academic institution looking to equip and empower their student body to be actively engaged in this globalized world, PBI reduces many of the common obstacles and risks while leveraging the current posture and position within the global community.
- **Technology:** If academic institutions gleaned anything from the pandemic, it is the necessity of leveraging technology for student success across all academic disciplines. In times where

¹² "2021 Open Doors Report: Students with Disability," Institute for International Education, last modified 2022, <https://opendoorsdata.org/data/us-study-abroad/students-with-disability/>.

the traditional classroom setting was not available, the online classroom appeared in full force. This allowed many faculty to understand firsthand how academic learning can take place in a non-traditional modality. Utilizing online platforms allows greater creativity to partner with individuals, organizations, and institutions in ways that were not considered prior to the pandemic. Technological access will be a component to traverse, however, it can become folded into the PBI program for students to think critically about and provide creative solutions to fully meet the needs presented.

- **Cross-Cultural Competency:** Unless specifically engaged in an academic discipline that encompasses cross-cultural training, this tends to be an area that many academic institutions strive for, but few are successful at implementing and/or demonstrating learned outcomes. Within PBI programming, cross-cultural training is a staple. While there will be varied levels of intensity based on the program specifics, all students will engage in a foundational training for working across and with cultures different than their own. For PBI programs that are longer or require more intentional interaction with the partners, language acquisition may also be included in a program. Leveraging existing faculty and staff expertise, the international student population, related academic disciplines such as language studies, or courses centered on intercultural communication and learning will maximize the final outcomes of the given program. While this area can often be challenging to demonstrate in an academic assessment, PBI programming can utilize existing resources of assessment for students and courses which provide reliable and accurate data that demonstrates cross-cultural growth.

Project-Based Internationalization and Hispanic-Serving Institutes

This guidebook is specifically designed with Hispanic-Serving Institutions (HSIs) in mind. The U.S. Department of Education defines an HSI as “an institution of higher education that– (A) is an eligible institution; and (B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.”¹³ According to the Hispanic Association of Colleges & Universities, there were roughly 61.3 million Hispanics living in the United States in 2020, accounting for 18.5 percent of the total population.¹⁴ Looking towards the future, “Hispanic enrollment in higher education is expected to exceed 4.18 million students by 2026, far surpassing the growth rate of any other racial-ethnic group – by over 10 percent.”¹⁵ Examining the trends and statistics of traditional modes of international and

¹³ “Definition of Hispanic Serving Institutions,” U.S. Department of Education, last modified April 11, 2016, <https://www2.ed.gov/print/programs/idueshsi/definition.html>.

¹⁴ “HSI Fact Sheet,” Hispanic Association of Colleges and Universities, last modified March 15, 2022, https://www.hacu.net/images/hacu/conf/2022CapForum/ResourcesMenu/2022_HSI_FactSheet.pdf.

¹⁵ Ibid.

experiential education such as study abroad, Hispanic students only account for 10.6 percent of all students that participate, up roughly only 4 percent in the last decade, and doubled that of what it was in 2000.¹⁶ While there is growth, it is slow, indicating that there are likely other factors contributing towards this low enrollment trajectory.

For a HSI, an alternative modality and pedagogy of global education is needed if an academic institution desires to cultivate cross-cultural competencies in their students. By embedding Project-Based Internationalization programs into existing curriculum across academic disciplines, all students benefit, especially student populations with historically underrepresentation in the traditional models of international education.

¹⁶ "Open Doors Student Profile," Institute of International Education, last modified 2022, <https://opendoorsdata.org/data/us-study-abroad/student-profile/>.

Why Project-Based Internationalization?

The benefits of incorporating PBI into an academic institution are multi-layered. From providing a tangible assessment of an institutional learning outcome (ILO) to solidifying an academic direction for a student, PBI benefits the student, faculty and academic department, university at large, and global impact or common good.

Students

Especially at HSIs, the traditional modalities for global education are becoming less attainable for students. There are several common restrictions to engagement in these models, and without any alternative, access to high-impact global education is restricted. With BPI, the most aggressive constraints, namely financial and familial obligations, are no longer barriers for the student. With BPI embedded into the existing curriculum, not having a required travel component, and not exceeding the existing unit-hour thresholds for the academy, students are still able to continue any work or family commitments. There is limited to no fiscal requirement to participate, not only making PBI a realistic option but also an attractive one. Students living with their families or having a significant role within their family system while obtaining their degree can remain in such with minimal disruptions. With this alternative model, students can maintain their commitments while still actively engaging in a global classroom, discover solutions to real needs of others while continuing to contribute to their family, and elevate their educational career while living at home.

With PBIs interdisciplinary nature, the programs developed for any academic discipline will align with requirements for degree completion. Because of the embedded nature of PBI, the programs do not become an added requirement, but allow for seamless progression towards degree conferral requirements. Students receive enhanced education that takes their learned knowledge beyond the classroom, but the program remains aligned with the student learning plan regardless of academic major. Additionally, PBI provides exceptional career readiness preparation and enhances skillsets that employers are wanting in the workplace. With 75 percent of companies stating that having a global perspective is an important skillset for their staff, PBI programs are providing key academic and vocational training simultaneously.¹⁷ When students engage with real people and needs across the country and globe, there are multiple transferable and cross-cultural skills gained. While academic institutions desire for all classroom education to contribute towards the employability of students, these programs enhance that success marker. Students can identify the course, program, felt outcomes, and skills gained on their resume, making them more prepared to engage in the increasingly global workforce and a post-pandemic world.

From a litigious perspective, PBI is accessible and equitable. Unlike traditional models, students are not disqualified from participation due to their legal status as there is no need to disclose that

¹⁷ "Preparing Students for Tomorrow's Workforce," National Association of Foreign Student Advisers, accessed October 22, 2021, http://www.nafsa.org/sites/default/files/media/document/simon_program_infographic.pdf.

information. Likewise, it mitigates the risk that is often seen when a family members' legal status limits a student participation as this program does not jeopardize a student or their family from increased connection to the state or federal government by the need to obtain any formal travel documentation. Additionally, within an academic institution, a student can participate in PBI and continue receiving awarded accommodations. Regardless of the need for accommodation, all students are not only encouraged, but have an intentional pathway to participate in this high-impact education when they often are limited in traditional models.

If 2020 and the years following taught academic institutions anything, it is that the need for alternative modes of education is critical to the academy and student success. PBI programs become a viable alternative for students should they find themselves unable to travel for any variety of reasons. Travel barriers, from cost to vaccination requirements, are eliminated from the equation in a PBI program, making the access realistic and continued high-impact education a constant.

Faculty and the Academic Department

The faculty and academic department(s) that bring PBI to life for their students move from transactional to transformational education. Education moves from the theoretical to the practical and applicable while providing an accessible and equitable education model. For faculty, this model encourages and empowers students to maximize their engagement in their own education, enhancing the knowledge retention and outcomes of academic assessment for the specific course and department at large.

With programs focusing on addressing domestic and global needs in real time, faculty are maximizing their classroom education offering as they teach a given theory or practice in tandem with the student living it out. This engagement in real-time initiatives and problem-solving allows for greater retention of the material being taught and provides clarity on how the content can be applied in the immediate and future timeframes. Not only is this developing the student in a more holistic academic environment, but the faculty is also being further developed. The PBI programs provide opportunities for faculty growth with minimal fiscal resources from the university, and the limited or no travel requirement allows faculty to have minimal disruption to their current commitments. For faculty with their own financial or familial commitments that may prevent them from leading a faculty-led study abroad program, this model allows them to still engage and lead in meaningful ways.

Another added benefit for the academic department is that the high-impact practice of PBI programs throughout curriculum showcase their faculty and academic offerings when topics of promotion and tenure, faculty recruitment, and faculty retention emerge. As much as students desire to be educated in innovative environments that are addressing real-time global issues, faculty also desire to be in similar environments. This model provides a family-friendly mode of cross-cultural teaching with limited or no travel requirements making it realistic for anyone to lead regardless of their outside commitments.

With academic departments having an increased need to separate themselves from not only other academic institutions but also other academic programs internally, PBI provides innovative

programming to attract more potential students to participate in the given academic course which ideally leads towards increased recruitment and retention of academic majors and minors. Research indicates that participation in high-impact practices related to service learning and community-based practices were positively associated with continuing studies and graduation rates, especially with upper-division courses regardless of demographic background.¹⁸ Integration of PBI programs in turn makes demonstrating academic impact effortless for marketing, admissions, human resources, and advancement teams.

Institution

While it can be argued that the academic institution already benefits if there are programs that influence the students and faculty positively, there are a few more benefits that directly connect to the institution at large. The first is that the global and relational impact of PBI programs instinctively increases international brand recognition. Institutions are no longer confined to their immediate geographical location or the need for their institution to physically travel to be engaged in the international community. The outcomes of these programs contribute towards the enhanced assessment data regarding the common good, contributing positively towards accreditation.

Most academic institutions incorporate some component of cross-cultural training or skillset into their institutional mission, vision, or values. With PBI, no longer is this only provided to students that choose participation in traditional models that include travel and can afford it, but it is now open and available to all students. The increased participation in these programs across students and academic disciplines aids a greater alignment to mission and vision components that aim at cross-cultural competencies. As the aphorism states, 'a rising tide lifts all boats,' and in this case, all involved in the academic institution are enhanced in their given role as individuals, courses, and departments lean into cross-cultural trainings.

If no other positive outcome exists, the PBI model provides accessible and equitable high-impact global education. The American Association of Colleges & University (AAC&U) states, "according to the social model of disability, individuals are not disabled by their impairments but by the ableist environments and attitudes that exclude and disadvantage them," requiring institutions to move beyond solely focusing on physical barriers and workings towards creating "ways to explore and celebrate disability culture, community, identity, and scholarship."¹⁹ The implications of this added value are endless, including student success and retention, increased recruitment of potential students, enhancement of academic offerings, and minimal fiscal implications for university to implement or adjust. The globalized classroom is attainable now more than ever before and the

¹⁸ Jessica R. Chittum, Kathryn A.E. Enke, and Ashley P. Finley, "The Effects of Community-Based and Civic Engagement in Higher Education: What We Know and Questions That Remain" (Washington, DC: American Association of Colleges and Universities, 2022), 20.

¹⁹ Amanda Kraus, "Disabled Students Need Equity, Not Just Access." *American Association of Colleges and Universities*, (2021), <https://www.aacu.org/liberaleducation/articles/disabled>.

current and future generations of college students who desire to ensure their education have real-world impacts. As this plays out over time, the academic institution gains a larger reach regarding mission and vision components and the provision of a realistic and assessable education. The mission is more easily demonstrated with PBI. The scalable and replicable nature of the programs across academic disciplines ensures that regardless of the institutional mission, vision, or values, their classroom education has the potential to be elevated with real-world impacts. As the mission and vision is realized in tangible ways, the institution is then freed up to focus on innovation that contributes towards future expansion.

Some faculty will instinctively wince at the term *innovation*. In the pandemic environment, this word became as commonly utilized as *pivot* and *adjust*. But alas, there is no other term that more accurately captures the inherent opportunity with PBI. The PBI programs provide opportunities for faculty innovation without the requirement of significant university resources (and all the CFOs say amen!). The engagement with natural partnerships domestic and abroad in new ways utilizes alumni and other specialized stakeholder populations beyond traditional modes. Increased engagement leads towards increased impact. As positive impact is realized it then gives way towards increased engagement. This cycle then allows for faculty to take their given discipline and be creative – in content, projects, and partnerships.

All the benefits described above only increase and demonstrate rationales for alternative funding opportunities, including institutional grants. When an institution can concretely demonstrate and promote the effectiveness of education in meeting real world needs while engaging multiple populations across campus and around the globe, the ability to apply for additional and varied funding opportunities opens and PBI programs are leveraged. Even before the pandemic, academic institutions needed diversified funding models. While the pandemic had significant negative implications on academics, the increased globalization and ease of connection that it spurred has laid a groundwork for PBI to firmly take root as a mode with high grant-funding potential.

Global Impact and the Common Good

The outcomes from PBI programs could offer clear and robust evidence for accreditation bodies surrounding how students and faculty meet the common good. There are increased opportunities for students, faculty, and academic institutions to meet needs beyond their own campus, while at the same time, meeting the curricular requirements of any given academic discipline. The educational quality does not suffer but is improved. The common good is not an add-on but embedded. Relationships are not forced but empowered.

In the same vein as the benefits for the academic institution, PBI programs can increase global brand recognition for partners across the globe with minimal fiscal requirements and increased risk mitigation as compared to more traditional modes of global experiential education. Their engagement with PBI programs is not secondary to the academic institution – it is equivalent. The potential of global impact and engagement with the common good is exponential in this model as it educates, equips, and empowers everyone involved.

Size & Scope

The size and scope of a PBI program will differ from one institution to another. Academic institutions and faculty will have differing needs and constraints as they dive into this modality. While there may be a larger vision for how PBI can be embedded into existing academic disciplines, it could be that at the initial stages of planning and development, a short-term project is more feasible and will serve to establish a baseline, develop momentum across campus, and provide a more approachable means to engage students. For faculty and institutions with limited experience with global education, starting small and scaling up can be ideal. For those with extensive engagement in a global and traditional model of experiential education, the larger programs may be an appealing option for both academic departments and their students. There are four options, all of which can be customized and scaled to meet the needs and restraints of any institution.

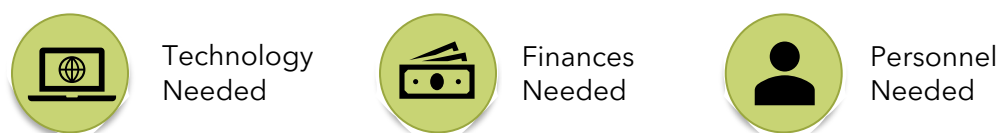


FIGURE 1: SYMBOL KEY FOR SIZE AND SCOPE

One-Day Option

The single-day model offers a rapid and introductory approach to PBI. These programs would likely be embedded within a weekend seminar course rather than a full-semester course given the nature of most courses meeting multiple times a week for shorter time periods. The scope would be limited regarding what could be accomplished during the timeframe but would provide students with a foundational understanding of cross-cultural collaboration that meets a very practical need. This program form can be beneficial for freshman and sophomore level students to solidify their decision of academic major and find more connection to division faculty when not yet fully integrated into their discipline. This form can also be utilized as a prerequisite for the longer programs offered.

Because of limited size and scope when working on PBI over the course of a single day, the targeted outcomes need to be clearly articulated at the beginning of the planning phase.

Here are two examples:

Natural & Biological Sciences: The goal would be for students to connect with a missionary who is struggling to find solutions to an existing solar-powered hot water heater that is not meeting a desired need. Students would be able to Zoom with the missionary on the field to perform the initial interview, asking questions about the nature of the challenge, determine resources available in their global context, and what solutions have been attempted up to this point. Breaking students into small groups, the faculty will then be able to lead the class through the identification of probable solutions, allowing significant time for the students to implement course learning. Students would be encouraged to write any additional questions for the missionary and have a representative from

each group have another Zoom meeting to discuss, with a final online meeting presenting possible solutions discovered that could be explored on the field.



Technology Needed: Computer, screen, and online meeting space



Finances Needed: Materials to replicate existing water heater and replication of any challenges



Personnel Needed: Translation services, if needed

While the students engaged in this activity likely won't have the ability to walk through the entirety of a solution and perform needed testing, it lays a foundational understanding that their classroom education can be utilized to meet real-world needs in a variety of contexts. Students would then be able to confirm their learnings through an individual reflective assignment or group poster presentation.

Liberal Studies: The goal would be for students to develop targeted training for teachers with limited access to formal education or ongoing professional development. Students would be able to Zoom with the partner (international school, parachurch organization, global church in underdeveloped context, etc.) to perform the initial interview, ask questions about the nature of the educational environment, evaluate resources available in their global context, and determine what topics would be of specific need. Students would then work on the development of specific training content in large or small groups. The specific training content modality would need to be determined (video recording or written), identify needs for materials to be translated if needed, and address any additional barriers to the teachers receiving the content. At the end of the day, students would have utilized their education for the benefit of training others, reinforcing their own academic learnings in the process.



Technology Needed: Computer, screen, and online meeting space, camera (if recording the training)



Finances Needed: None



Personnel Needed: Translation services, if needed

Short-Term Option

Short-term PBI programs would be completed in the span of one to four (1-4) weeks, offering more consistent interaction points between the partners involved, but also allowing for participants of

both to collaborate and brainstorm between meetings. The outcomes from these programs would be slightly more involved.

Here are two examples:

Social Sciences: The goal would be for students to develop anti-human trafficking curriculum materials that can be translated for those working on the frontlines of the refugee crisis in Greece. Students would be able to Zoom with the international partner (church, NGO, etc.) on the field to perform the initial interview, ask questions about the nature of the crisis, targeted population to receive the materials, resources available in their global context, and what mode is desired for the final product (print, online, video, etc.). The faculty member would then guide the students into curriculum writing, research, best practices with vulnerable populations, cultural considerations, and utilizing existing materials to develop the final product. A project plan and schedule would be developed, and students identify the specific components to be met. Regular meetings with the partner can be scheduled in advance for drafts to be submitted for feedback, additional questions to be asked, and testing of preliminary materials completed.



Technology Needed: Computer, screen, and online meeting space, camera (if recording training), software such as Canva



Finances Needed: Based on product outcome (i.e., funding for print materials, translation services)



Personnel Needed: Subject-matter experts, ideally in the form of existing faculty members

Liberal Studies: The goal would be for students to create lesson plans for teachers to utilize the following academic year at their rural school. Students would be able to Zoom with the partner (international school, parachurch organization, global church in underdeveloped context, etc.) to perform the initial interview, ask questions about the nature of the educational environment, resources available in their global context, and what topics would be of specific need. The faculty would be able to guide students through curriculum development, age- and subject-specific content creation, identification of interactive elements based on supplies available in the global context, and modality of lesson plans. Over the course of the weeks, students would be able to submit their drafts to the partner for further collaborative development conversation.



Technology Needed: Computer, screen, and online meeting space, camera (if recording training), applicable teaching software



Finances Needed: Depending on the final product (cost of printing materials, mailing supplies, etc.)



Personnel Needed: Translation services, if needed; International students from regional context

Semester-Long Option

Semester-long PBI programs require more time and attention over the course of several months. While the two partners may not meet every single class, there is an established schedule created of agreed upon and measurable outcomes. This program would also likely include a language acquisition element, including presenting to the other partner in their native language. The added benefit of this program is the ability to dive further into cross-cultural communication practices and skillset development.

Here are two examples:

Communication: The goal would be for students and the partner to develop finished media products (website, video, social media) for a nonprofit to launch in real time. Considerable time upfront would be needed for communication via Zoom, email, and phone calls as available to understand the project, partner, and target audience. Clarity of roles and responsibilities would need to be determined between both partners as well as student roles on the institutional side. An agreed project plan would need to be developed, taking significant consideration towards communication styles between cultures (i.e., high vs low context) to ensure the final goals are what will be realistically needed.



Technology Needed: Computer, screen, online meeting space, camera, specialized communication platforms, ensuring access to technology for parties



Finances Needed: Depending on the final product (cost of print materials, platform subscriptions, website hosting, etc.)



Personnel Needed: Translation services, subject-matter experts (graphic designers, web developers, etc.), ideally in existing faculty/staff

Business: The goal would be for the creation of business plans for entrepreneurs with no access to formal business education. Students would be able to utilize their foundational business education and take an assignment such as developing a business plan from the theoretical to practical by being paired with an individual or small group in need of a foundational business plan. Significant time upfront would be needed for communication via Zoom, email, and phone calls as available to understand the business, partner, target customer, and cultural and contextual considerations. Students would then be paired individually or in small groups with an entrepreneur to develop a business plan that is easily understood and can be implemented in the desired cultural context.



Technology Needed: Computer, screen, online meeting space, camera, access to technology for all parties



Finances Needed: Minimal, as business plan would be created in online format (Word document or via a platform such as Canva)



Personnel Needed: Translation services, if needed; Business faculty of; Alumni working in specific sectors; Microfinancing organizations

Year+ Option

PBI programs spanning one year or longer require extensive time dedicated to developing and testing prototypes. The program would likely be spread over at least two courses spanning the entire academic year, if not longer, with the option to include multiple cohorts of students. A language acquisition component, as well as geographical competencies would be heavily embedded into this project, which is especially advantageous for HSI/MSI designated institutions. The same technology and access to materials would be needed at both partner sites to ensure replication of results.

Here are two examples:

Natural Sciences: The goal would be for students to test the effectiveness of different crops utilizing hydroponics. Students would spend time communicating with the partner (ideally one that is currently using hydroponics on the field) to address concerns, challenges, and opportunities given their cultural and geographical context. Faculty would then guide students through a process of learning the educational elements of hydroponics and allowing students to experience it in real-time, addressing the concerns given by the partner.



Technology Needed: Computer, screen, online meeting space, camera, access to technology for involved parties



Finances Needed: Materials for hydroponics system, farming materials, shipping costs if mailing agricultural seeds internationally



Personnel Needed: Translation services, if needed; agricultural and engineering faculty

Physical Sciences: The goal would be for students to develop an affordable wheelchair, utilizing local materials of the partner, increasing mobility for those experiencing physical disabilities and without access to basic care. Students would spend time communicating with their partner to address concerns, challenges, and opportunities given their cultural and geographical context. Faculty would then guide students through a process of taking the educational elements of mobility and engineering to develop practical solutions. This opportunity could be leveraged in an interdisciplinary format combining academic majors such as kinesiology and engineering – allowing students to leverage their specific knowledge base to address the needs and outcomes of the final product.



Technology Needed: Computer, screen, online meeting space, camera, access to technology for involved parties



Finances Needed: Wheelchair materials that can be found in the geographical location



Personnel Needed: Translation services, if needed; mobility and engineering experts

Appropriate Size and Scopes

When diving into PBI, the temptation can be agreeing to a project that is too large for the time frame or available financial resources. The beauty of PBI is that it can be built upon over time, taking a one-day program and expanding it to a semester-long program in the next academic semester or year. Faculty and students can capitalize on what has already been successful to further engage the students and expand the scope as the partnership develops. If a program starts too large or the fiscal commitment is beyond what is realistic, PBI can become a program that ends as quickly as it began. If at the infancy stage of embedding PBI programs, it is best to start slow and manageable and build over time.

Academic Connection

For some, when terms like *co-curricular* or *project-based* are used, it can have an automatic implication of *auxiliary*. Traditional programs such as those described in this guidebook are extracurricular and optional for those students that have the time, resources, space, and desire to participate in cross-cultural education. For success with PBI, there is a necessity of academic connection to the given program. Ideally, the program developed would have a direct relationship to the course materials or academic discipline with limited ties to elective courses that have no direct impact. While these could be interdisciplinary programs, the encouragement would be for the course(s) to be cross listed to ensure academic majors/minors understand the direct implications towards their educational and vocational careers.

The following are sample programs with direct curricular connections; again, with the goal of the PBI program being embedded into the existing curriculum. Each academic institution can determine which programs are realistic for them based on their current course offerings, faculty, and inherent partnerships around the globe. The following examples of courses and learning objectives are from Vanguard University of Southern California.

Education

Course Name: Instructional Design and Specific Pedagogy for Multiple Subject

Learning Objective: “Students develop in-depth lesson plans utilizing Inductive, Deductive, and Cooperative methodologies.”²⁰

PBI Program: Partnering with Hope International School in Moshi, Tanzania, students will work collaboratively with K-8 teachers to develop lesson plans utilizing Inductive, Deductive, and Cooperative methodologies. Students will spend time interviewing current teachers, reviewing existing curriculum and accreditation standards, and identifying existing needs and opportunities. Students will have the opportunities via Zoom or related technology to regularly check-in, learn more cultural and linguistic skillsets, and even present in a language different from their own, if applicable, in this case Kiswahili. Tanzanian teachers will be able to provide context regarding access to materials and technology to ensure lesson plans developed will meet the realities of societal and academic context. Final presentations will be collaborative with Tanzanian teachers and students presenting together to not only cover lesson plans developed, but cross-cultural interaction developments throughout the process. Part of the student assessment will be formalized feedback from Tanzanian teachers and administrators. If time and resources permit, lesson plans can be fleshed out in proceeding courses or during future field assignments.

²⁰ “Catalog,” Vanguard University of Southern California, accessed January 15, 2023, <https://catalog.vanguard.edu/arhu/graduate/education/education-ma/>.

Natural, Physical and Health Sciences

Course Name: Physical Chemistry – Thermodynamics

Learning Objective: "Students demonstrate understanding of laws, principles and concepts of chemistry concerning the properties of gases and laws of thermodynamics."²¹

PBI Program: In partnership with a global missions' organization, students will develop prototypes of a low-energy desalination tool that can be easily replicated and transported to remote areas. Students will work with organizational and field representatives to identify locally available resource materials, water sources, and accessible transportation methods. Working with the institutional faculty, students will utilize their education of thermodynamics to develop and test prototypes that could be presented to the organization for consideration. Throughout the program timeline, students would be provided with further learning as to the organizational vision, values, and outcomes to gain additional context as to the benefits the final product is providing to a given people group and the importance of having skilled technicians working on such projects. If time and resources permit, students can advance the top 2-3 prototypes for further development, testing, and implementation.

Social and Behavioral Sciences

Course Name: Family Violence

Learning Objective: "Students will be able to demonstrate learning surrounding the identification, causes, and prevention of all types of intrafamily abuse: child, spouse, sibling, and parent, with added emphases on the sociocultural contexts in which abuse and violence occur."²²

PBI Program: Students will learn about identified domestic and international partners that have indicated a need for additional training materials surrounding family violence. Students will be paired and placed with one of these partners, working collaboratively to identify their specific sociocultural context, target population to receive training materials, translation needs, and preferred methods of final materials. Throughout the course learnings, students will implement classroom education into specific presentation for their designated partner with a culminating final project that is presented to the class with the partner organization. Part of the student assessment will be formalized feedback from partner representatives.

²¹ Ibid., <https://catalog.vanguard.edu/stem/undergraduate/chemical-environmental-sciences/#coursestext>.

²² Ibid., <https://catalog.vanguard.edu/theo/undergraduate/women-justice-minor/>.

Business and Communication

Course Name: New Media Production

Learning Objective: "Utilizing new media production and platforms, from YouTube to Apple to Glitch, students will gain experience with emerging storytelling formats, such as webisodes, podcasts, and content for mobile applications."²³

PBI Program: Working collaboratively with institutional partners, students will produce an audio podcast and a narrative or documentary webisode. The faculty will guide students through a process of information and content collection and production techniques for podcasts and webisodes. If partnerships are intercultural in nature, additional training will be provided regarding inter- and cross-cultural communication. Working in small groups, students will interview and collaborate with their assigned partner to develop end-products that can be utilized in real-time. Part of the student assessment will be formalized feedback from partner representatives, web analytics, and quality of production that was developed.

Theology

Course Name: Introduction to Preaching & Teaching

Learning Objective: "Students will gain an introductory knowledge of communicating the gospel through teaching and preaching."²⁴

PBI Program: In partnership with Ezekiel's River, students will develop a series of curriculum and sermon materials that will further enhance the pastoral training provided to rural pastors throughout East Africa. Over the course of the class session, students will develop and present their teaching or sermon which will then be compiled to create a series for the organization to have at their disposal. Student assessment will include formalized feedback from ministry leadership and pastors. If time and resources permit, teachings and sermons can be translated and/or filmed, or studies developed based on teachings that can provide additional support to the ministry team.

The above examples demonstrate how PBI programs are ideally embedded into the existing curriculum. Whether courses had an existing field practicum component already identified, the PBI takes an assignment and moves it from theoretical to applied, providing not only a real-world context, but allowing students to leverage their education to meet a real-world need. Students will more clearly align their classroom education to be utilized in a future vocational or service capacity, reinforcing their classroom learning.

²³ Ibid., <https://catalog.vanguard.edu/buco/undergraduate/communication/#coursestext>.

²⁴ Ibid., <https://catalog.vanguard.edu/theo/undergraduate/theology/theology-ba-biblical-studies/>.

Knowledge Retention

Research shows significant findings in the positive connections between active learning methods and the retention of knowledge.

- According to 225 studies that were meta analyzed, “students in classes with traditional lecturing were 1.5 times more likely to fail than were students in classes with active learning.”²⁵
- Both sides of the brain are engaged with hands on learning. The left is responsible for listening and analyzing processing, the right for visual and spatial processes; When combined, stronger connections are formed allowing the brain to store more relevant information.²⁶
- Sensory and motor-related areas of the brain are activated with hands-on learning.²⁷
- In one survey, 81 percent of high school student dropouts indicated that participating in “relevant, real-world learning opportunities...would have kept them in school.”²⁸

When students can actively engage in their education, utilizing solutions-based programming and/or having to teach the material to others, their retention of the knowledge gained will increase. The added benefits of incorporating the ability to meet real-world needs, in real time, shift their classroom education from the theoretical to practical, contribute to transferrable skillset development, and provide compelling illustrations of learning for vocational preparation.

²⁵ Scott Freeman, et al., “Active Learning Increases Student Performance in Science, Engineering, and Mathematics” (Washington, D.C.: Proceedings of the National Academy of Sciences of the United States of America, 2014), <https://www.pnas.org/doi/pdf/10.1073/pnas.1319030111>.

²⁶ Pamela Oglesby, “Right Brain vs. Left Brain Functions” (New York, NY: The Arena Group Owlcation, 2022), <https://owlcation.com/social-sciences/Right-Brain-VS-Left-Brain-Functions>.

²⁷ Jann Ingmire, “Learning by Doing Helps Student Perform Better in Science.” University of Chicago Office of Communications (2015), <https://news.uchicago.edu/story/learning-doing-helps-students-perform-better-science>.

²⁸ “Career and Technical Education Improves Student Achievement in High School, College and Career,” Association for Career and Technical Education, accessed November 22, 2021, https://www.acteonline.org/wp-content/uploads/2018/05/ACTE_CTE-FS-2016-FINAL-1.pdf.

The Process

Developing and launching a PBI program can be overwhelming for any academic institution. The following are components to consider and questions to ask, all of which will guide you towards a solid foundation of a program that will meet any size and scope of program. Again, if this is the first time incorporating PBI into curriculum, it is encouraged to start off simply and allow your institution to scale up once the groundwork is laid.

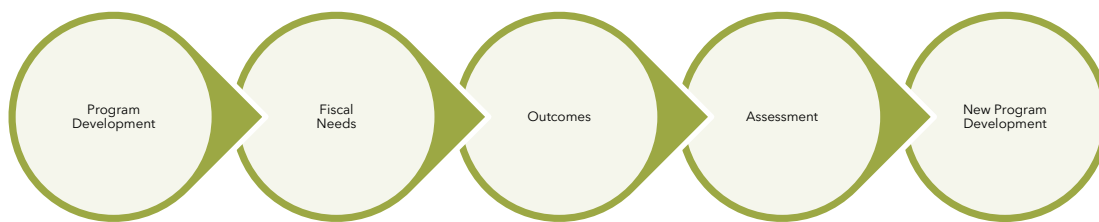


FIGURE 2: PROJECT-BASED INTERNATIONALIZATION DEVELOPMENT PROCESS

Program Development

How do you go about developing a PBI program? The key components of this are the identification of the key partner, need, and agreed upon outcomes. The following section will offer suggestions for important questions to ask to clarify, define, and develop the appropriate PBI program.

PROGRAM IDENTIFICATION

As a faculty looking to embed a PBI program into your curriculum, start with what you have. Using this approach will allow any academic division to approach this from a strengths perspective, making the development and buy-in from key stakeholders a smoother process. Questions to consider:

- What courses are being taught?
- What student learning outcomes could be leveraged?
- What partnerships does the academic division or institution have?
- Who could I talk with at the institution for partnership ideas?
- What existing needs or gaps does the partner have currently?
- What common good areas could the institution and partner focus on?
- What are the intersections between the learning outcomes and needs, gaps, common good?
- Is there a tangible outcome that can be worked on?

These questions should lead towards conversations with potential partners surrounding opportunities for programs that could meet the real-world needs while utilizing existing academic curriculum.

PROGRAM PLANNING

Once a partner and program focus are identified, the planning elements can take shape. Be sure to not get too lost in the details in this as it can easily make a realistic program overwhelming for both partners and students. Stick to the basics and keep details easily understood. Questions to consider:

- What does success look like for all involved?
- What is the timeline for beginning and ending this program?
- What mode of communication is preferred?
- Is there an anticipated language barrier? If so, what is the best way to address it?
- Is there cross-cultural learning that needs to be incorporated more clearly?
- What is the length of the program?

PROGRAM MANAGEMENT

Those working on the identification and development of a program may not always be the same individuals that will be managing the program over the designated timeline. To ensure the program management is as smooth as possible, consider the following:

- Who are the point people and how can they be contacted?
- Schedule regular meetings in advance.
- Is a Memorandum of Understanding (MOU) or Articulation Agreement needed? If so, who will take the lead on that?
- Knowing the beginning and end dates, what are other key dates to add to the program timeline?
- Discuss details of program with Institutional Review Board (IRB) board to determine if a review and/or approval is needed.

Fiscal Needs

While one of the key advantages of PBI programs is the limited costs associated for institutions and students, there may still be fiscal support needed. When working with partners, it is best to identify all costs associated with the program in advance with clear agreement as to who is responsible for which components. If addressed early, this will reduce unnecessary tension or dissatisfaction with the program. Questions to consider:

- What costs can we anticipate for this program?
 - Items to consider include meeting platform subscriptions, internet access (some international locations require pre-paid internet), software, or materials.
- Which party is responsible and for what?
 - If one party is a significantly lower socioeconomic status, can institutional funds be utilized to eliminate the need for the partner to contribute as much?
- What is the total budget needed?
- Has the institution received approval from all appropriate parties for the proposed budget?

- Is the budget being supplemented or covered by course fees?
- Are there funds through offices on campus or with outside grants that can be utilized for this program?
- Who is the budget manager for the program?
- What fiscal reporting is required and when?

Outcomes

While not all outcomes will be known prior to commencing a program, a significant step in developing the PBI program is to determine desired outcomes surrounding student learning, institutional and partner goals, program specifics as well as an agreed upon schedule of tracking and reporting those outcomes. Things to consider:

- What are the student learning outcomes?
- What connections does this program have to institutional learning outcomes, mission, vision, or strategic planning goals?
- What is the targeted outcome of this program (e.g., product, curriculum, media)?
- Set a schedule of agreed outcomes that meet both parties' needs and timelines.
- How will the outcomes be reported and by whom?
- Will there be a publication, and if so, will it be joint or only by the institution?
- Who will have intellectual property rights?

Assessment and Evaluation

For academic institutions, assessment and evaluation are crucial components for the continued functioning, accreditation reviews, and the assurance that quality education is being provided. For PBI programs, it will be key to identify what areas are desired to assess and evaluate in advance. Areas to consider assessment and evaluation include:

- Program outcomes, specifically related to student learning and common good.
- Cross-cultural competencies. A baseline assessment is needed to demonstrate change.
- Student engagement by means of participation rates, academic assessment, and student evaluation of the program and process.
- Partnership satisfaction, engagement levels, and outcomes that meet real-world needs.
- Fiscal reporting including a Return on Investment (ROI), profit/loss statement, and data for comparison to costs of traditional modes of international and experiential education.
- Programs at large including meeting of stated goals/outcomes, implications on students and communities, real-world impact, common good contributions, feasibility, and desire to replicate or develop additional programming.

For further considerations, a sample program proposal can be found in Appendix E. These are encouraged to be replicated and scaled for specific institutional needs. Significant time and energy invested in this portion of the process will ensure that university faculty or administration have

thought through all components before agreeing to the implementation of a PBI program on their campus.

Campus Partnerships: Who to Work With

Partnerships across campus provide significant support towards the effectiveness of the PBI program. From ensuring accessibility to leveraging student inherent strengths to identification and communication of transferable skills, utilizing these resources are key to launching a program that does not function in a silo, but fosters co-curricular collaboration.



FIGURE 3: CAMPUS PARTNERSHIP VISUAL

The following are common offices at academic institutions to consider when putting together a PBI program:

- **Foreign Language Departments:** While language fluency is not a necessity for success with PBI, foreign language departments, faculty, and tutors can provide basic language acquisition to further the impact for groups navigating projects with multiple languages present. Encouraging students to lean into learning foundational terminology increases their cross-cultural skillsets and sets the tone for learning at the onset. For those with advanced language, opportunities include translation of materials, teaching, tutoring, and ensuring assessment cohesiveness at the end of the program.
- **International Students:** If the institution has international students studying on its campus, reach out to those from the country/region where partnerships exist. This becomes a

valuable resource in furthering learning surrounding specific cultural considerations, regional data, assistance with partnership connections, and acts as a source of additional information. In short, international students can serve as on-campus experts.

- **Disability Services:** This office is key to ensuring inclusive and accessible programming. These professionals can often point towards available technology that would meet all student abilities, provide targeted training, review materials to ensure inclusivity, and help identify gaps that would prevent all students from participating or being successful.
- **Career Services:** This office can assist with trainings on professionalism, collaborative work best practices, and assessments that would allow the group to maximize skillsets. At the conclusion of the program, this office will be crucial in guiding students with updating their resume, LinkedIn profiles, etc. with how to showcase the program, identification of transferrable and cross-cultural skills acquired, and knowledge gained. Additionally, this office can provide mock interviews focused on these new skillsets to help students solidify their own understanding of what they did and how they grew.
- **Global Outreach Office:** If working with international collaborators, this office can become a key partner in the identification and connection of potential partnerships, projects, cross-cultural competency training and assessment, and provide post-program opportunities for students who desire to volunteer/work abroad.
- **Study Abroad Office:** With traditional models of study abroad still in place, this office will allow those who want to leverage their learnings from the program to the next level. Students may determine that they want to travel to the location of the program partner or study/serve in another context away from their home institution. Additionally, study abroad offices will be able to assist in the identification of current global academic partnerships to leverage, cross-cultural training, and assessment.
- **Student Success:** For institutions with offices focused on student success and retention efforts, this campus partner can provide assessment data templates and assist in the identification of students to participate as part of a collaborative retention strategy.
- **Academic Divisions:** Regardless of how the academic institution is set up – divisions, departments, colleges, or schools – it will be critical to engage them. Not only will this help with the identification of academic projects that could be turned into PBI, but at this level is often where discussions of cross-referencing courses take place, leveraging the value of interdisciplinary academics. Additionally, there will likely present opportunities for the utilization of existing internship and practicum templates, in-class assessment tools, and interdisciplinary training.

- **Faculty Development:** For many institutions, the faculty development office is a hub for not only pedagogical training but houses funds for faculty innovation projects. Strategically working with this office can leverage minimal funding to be used for program development and implementation, promotion to students, and review of programs upon completion. If done intentionally, this office can become a source of recruitment for future faculty participants with their own PBI.
- **Grants & Research Office:** This office will allow for the identification of outside funding sources that align with program or project and offer suggestions of national or international organizations with similar vested interests for resources, literature, best practices, and assessment tools. Even if a PBI program does not qualify, reviewing grant requests that are similar can help in identifying key components that would be critical to embed to ensure future projects would not only be eligible, but stand out to reviewers.
- **Dean/Provost:** We have discussed the importance of institutional buy-in for the success of PBI programs and this role or office is a critical component. The head academic roles have the ability to champion PBI efforts at administration and board levels, promote program outcomes, support through available resources, and utilize relationships for potential partnerships.
- **Information Technology:** The information technology (IT) department will be able to identify and guide implementation of technology needs, discuss platforms with partners to mitigate challenges, and provide program support throughout the duration to address technological challenges. Especially for projects that are working with a partner without similar accessibility, it will be critical to identify baseline technology or programs that can be utilized by all involved to promote and support success of the whole.
- **Chief Diversity Officer:** This role or offices similar such as Diversity and Inclusion will be key in ensuring that the PBI program aligns with institutional diversity goals, support program efforts across campus, and can provide inter- and cross-cultural training and assessment.
- **Registrar:** The Registrar will be essential to determine if and how participation in a PBI program can be identified on an official institutional transcript. This partnership is key to engage with during the development phase of the process.
- **Institutional Research:** For institutions with professionals dedicated to institutional research, this office can serve as a key resource for the development of targeted assessment rubrics and data collection methods to track program outcomes. Not only is data essential for academic assessment purposes, but it can provide value when an institution is engaged in accreditation reviews, diversified funding applications, and recruitment of students.

- **In-House Legal:** Some institutions may choose to have their in-house legal teams review and/or create any formalized MOU or Articulation Agreement to mitigate potential risks.

While an ideal program model would incorporate many of the above partnerships across campus, it is encouraged that those developing the PBI program identify two or three partnerships to focus on initially. It would strongly be encouraged to begin with the offices of Disability Services, Information Technology, and the Dean/Provost. These three areas specifically are essential to the foundational components of PBI being designed to meet the specific needs of the academic institution, the given student population, and the potential partners involved.

Pre-Assessments

While academic institutions emphasize the importance of assessments, it will be critical prior to the launch of a PBI program to complete pre-assessments to determine the appropriate program at any given time. With PBI being customizable and scalable, not all institutions are equipped to implement large-scale programs across their academic disciplines. The following areas should be considered prior to the implementation of a PBI program. While the vision and desire to engage with such projects may be readily supported, it is crucial for faculty and administrators to ensure that success is maximized by mitigating any unintended risks or outcomes that would negatively impact the university, students, or partners.

While higher education tends towards emphasis on post-assessment data, it is prudent for faculty and administration alike to spend intentional and strategic time towards pre-assessments when considering PBI programming.

Components to consider in the pre-assessment phase of PBI include:

- Institutional Alignment
 - Alignment with Institutional Mission, Vision, Values
 - Fiscal Implications
 - Academic and Cross-Campus Capacities
 - Institutional Support & Sponsorship (especially when working with varied socioeconomic partners)
- Partnership Selection and Agreement
 - Existing Partnerships Mapping
 - New Partnership Mapping
 - MOU and Articulation Agreement Development
 - Roles and Responsibilities
 - Schedule of Outcomes
 - Fiscal Responsibilities
 - Intellectual Property Agreement
- Program Selection
 - Program Length
 - Budget
 - Faculty/Staff Involvement and Compensation
 - Partnership Identification
 - Academic Connection and Course Selection
 - Cross-Cultural Competencies
 - Program Outcomes
 - Evaluation and Assessment Tools

If significant challenges arise during the pre-assessment phase, it is strongly encouraged to address the obstacles prior to the development and launch of a specific program. Beginning a program with knowledge of clear challenges will only limit the effectiveness of and the intended outcomes for the PBI program. If a faculty member finds themselves in this situation, it is best to navigate through this by determining if there is a possibility to scale down the desired program with the goal to establish foundational understanding, collect assessment data, and accomplish cross-cultural competencies in a different format.

Post-Assessments

There are several options for an institution to approach the post-assessments for any given PBI program. While most institutions likely have a staff or office already dedicated to this, there are other assessments that can be utilized at the conclusion of a PBI program to measure student learning outcomes, institutional outcomes, program effectiveness, and fiscal return on investment. Depending upon the academic discipline, the faculty may choose to incorporate assessment tools from professional organizations in that given field to further connect student learning to professional competencies.

Additionally, institutions may desire to further connect the post-assessment tools developed to the academic accreditation organizations for each party involved or country/region specific assessment bodies. This will ensure that academic alignment is maximized to demonstrate institutional goals and priorities. For partnerships that are non-academic in nature, assessment models from professional bodies that assist in governing the sector-specific industry are encouraged to incorporate (ex: Standards of Excellence in Short Term Mission if missional-based partnership).

The following post-assessments would be encouraged and customized based on institutional needs:

- Project: One-Day
- Project: Full Semester
- Student Learning Outcomes: Student Self-Report
- Student Learning Outcomes: Faculty Report
- Course Evaluation
- Fiscal Return on Investment (ROI)
- Partnership Evaluation
- Cross-Cultural Competency Acquisition

Navigating Obstacles

Obstacles when designing and implementing PBI programs across academic disciplines are bound to happen. Outlined below are potential obstacles that an academic institution will face and tools for how to navigate and mitigate them. While many obstacles may be institution-specific, there are several that will likely be present for all.

University Support

When there is limited or no support from institutional administration, PBI programming will not likely be successful or sustainable. This may take the appearance of a lack of fiscal resources, minimal to no academic administrator buy-in, limited capacity of cross-campus offices to support the targeted needs of the program, or faculty apathy towards innovation. For the institutional faculty or staff desiring to launch PBI, these can be discouraging and derail the approach before it even has the chance to start. According to Jatin DeSai, the common barriers to innovation can be surmised as:

1. Absence of a required mind-set to harvest and manage new and novel ideas.
2. Lack of recognition and misalignment of resources available in organizations for investment in innovations.
3. The sheer size of human capital assets that are underutilized and disengaged from an organization's creative capacity.
4. The broad product and delivery capabilities that large-scale organizations possess, which dilutes focus on new emerging and disruptive opportunities.
5. Organizational orthodoxies and dominant logic that hold on to the past and discourage risk taking.²⁹

Here are some tools to help navigate the lack of university support:

- Is there a single-day PBI program with no cost that can be implemented?
- Through conversation and networking, find the employees that are interested in PBI and work together.
- Request to pilot a PBI program for further consideration and present the data.
- Is there a partner institution that has the skills or expertise to leverage and maximize strengths that can become a PBI partner?
- If at all possible, do it anyway. Find the low-hanging fruit.

Student Involvement

The inherent benefit of PBI programming is that there is a guaranteed student involvement component as it is embedded into the existing curriculum. While student participation may be implied within course enrollment, there are still other challenges to consider when it comes to student involvement. If students do not have a clear picture of the why behind the PBI program it

²⁹ Jatin DeSai, *Innovation Engine: Driving Execution for Breakthrough Results* (Hoboken, NJ: John Wiley & Sons, Incorporated, 2013), ProQuest Ebook Central.

can be challenging for them to take ownership in the ways desired by faculty. Students can be disengaged while participating in the program, there could be the over-involved student that does it all, language barriers can intimidate students, and there is a real need to address and navigate student cross-cultural mishaps. When these challenges exist, here are some tools to help navigate student involvement:

- Start with the why. Why are we doing this? Why is this important? Why does this matter in the long run? Reframe the why, if needed, as you progress.
- Develop student leadership roles to maximize it becoming a student-led initiative.
- If/when cross-cultural mishaps occur, address it clearly and quickly. Use it as a learning opportunity and mitigate further fallout by taking steps to remedy the situation.
- If something is not working, change tactics. Be comfortable with being flexible in the process.
- Integrate language and cultural training as much as possible. Utilize your native language speakers and international students from that country or region to provide further peer training.
- Create the space to be safe. It will be important to cultivate an environment for students to ask questions and process through challenging topics. Consider including an anonymous location for students to ask questions (online form or parking lot with post-it notes).

Managing Expectations

The management of expectations – with students, partners, institutional administration – may be the most challenging obstacle to navigate. Therefore, ensuring that a PBI program plan is as clear as possible from the onset is critical. Unmet expectations may show up in the areas of program outcomes, partnership agreements (roles and responsibilities), cross-cultural communication challenges (high/low context), student capacities and limitations, fiscal expectations for all parties involved, and ownership of material produced. Here are some tools to help navigate unmet or unrealistic expectations:

- If any part of the PBI program is anticipated to be formally published, determine who has the publication rights and how each institution desires to be recognized.
- Provide students with clear learning outcomes and objectives of their role in the program.
- Incorporate cross-cultural communication, especially when working with populations that have differing values regarding communication.
- Leverage student strengths as much as possible.
- Be clear in the development phase to identify roles and responsibilities, especially if there is a fiscal component to the PBI program. If challenges emerge during the program, revisit the agreement, and amend it if needed.
- Communication is key. Communicate early and often mitigate the challenges as they emerge.

Time and Financial Constraints

Challenges surrounding time and finances may be the most felt challenges throughout this process. This may take the form of what each partner is committing to in terms of time and finances, scheduling with different time-zones, course scheduling obstacles, who is responsible for the fiscal needs to complete the PBI program, and lack of clarity as to the ownership of any physical materials produced. When these challenges exist, here are some tools to help navigate the time and financial constraints:

- Provide clarity to the PBI program agreement and revisit or amend it as needed.
- Review the time-zones before committing to a program and identify any time-change dates that may impact connections.
- Communicate individual or institutional challenges as appropriate to minimize frustration due to lack of communication or information.
- Ensure the budget is clear and any new fiscal requirements are agreed upon by both parties.
- As part of the program objectives, include who will hold ownership of any content or physical materials produced.

Virtual Environments

While the pandemic environment paved the way for an increased globalized society and classroom, the virtual environment is limiting the learnings that students would traditionally gain through in-person experiences. Some of the challenges within a virtual environment include lack of professionalism when online, navigating cross-cultural communication challenges, understanding best practices for virtual engagement, inequitable access to technology among partners, and how to navigate when technology goes wrong. Here are some tools to help navigate virtual environments:

- Request targeted training from Career Services surrounding best practices and professionalism in a virtual environment.
- Identify technology access and any specific needs during the program development phase.
- Address technology needs directly. Is there a different platform that can be used, what is available to the partner with more limited access and how can the PBI program be shaped around that?
- Have an alternative plan in case one or multiple participants are unable to engage. What can still be accomplished if technology does not cooperate?
- Set expectations with students for how to behave during virtual engagement. Be clear as to camera access, dress code, and how to communicate professionally. Identify alternative spaces for students to engage in (study rooms, classrooms, etc.) for those students that do not have a designated space to meet the program needs.
- Build a culture. Utilize tools and programs that allow for personal connection, integrated problem-solving, and aid towards the building of a healthy and empowering culture.

While challenges can be plentiful and constant, the goal is that PBI programs would be developed with such intentionality that these would be mitigated from the onset. The most significant advice to offer in all these contexts is to communicate. Many of the frustrations that can emerge in programs such as these can be reduced dramatically if communication is done effectively.

Assessment of the Doctoral Project

When identifying benchmarks that would demonstrate effectiveness of this doctoral project for academic institutions, it was important to ensure that the various stakeholders would be represented. While the results that will be presented are from a small respondent pool making statistical analysis challenging, I am confident that they do accurately demonstrate the usefulness of this tool. For reference, the total sample size was 6 and was comprised of: 1 university administrator (Associate Dean, Dean, Provost, Vice President, President); 2 university faculty members; 2 study abroad professionals from third-party program providers; and 1 missionary or nonprofit professional.

I developed the following benchmarks and will further evaluate this project against them:

- Educators can identify at least one model of Project-Based Internationalization that could be incorporated into their existing curriculum.
- University administrators, faculty, and/or staff can articulate at least three ways in which Project-Based Internationalization would increase equitable access to high-impact education for their students.
- International partners (international education, mission/nonprofit organizations) can identify at least one project that could benefit from a partnership of this nature.

IDENTIFICATION OF A PBI MODEL BY EDUCATORS

For educators at an academic institution, the foundational premise of PBI is the ability of seamless incorporation into existing curriculum. The overarching goal is to move theoretical assignments to applied, meeting real-world needs in a solutions-based experience. Thus, when evaluating the doctoral project, it is critical for faculty to quickly identify the possibility of PBI programs that could be incorporated into their existing curriculum regardless of academic discipline. When asked 'If you serve in a faculty or teaching role, after review of the project, can you identify at least one (1) model of project-based internationalization that could be incorporated into your existing curriculum?' 66.7% of respondents stated yes and 33.3% stated maybe. The academic disciplines that were specifically identified included intercultural studies and psychology. Again, while unable to draw specific conclusions given the statistical insignificance of the sample size, it is promising that modalities are able to be identified, even if not with full clarity, based on this initial project.

Anecdotally, over the course of this doctoral program, numerous faculty spoke into the doctoral project during the discovery and design phases. During workshops or individual interviews, all faculty engaged were able to articulate the potential that PBI offered their specific academic discipline and which course(s) they envisioned embedding these programs into. Not only were faculty able to articulate how PBI programming could enhance their own academic area, but also identified courses outside of their given expertise that could benefit from this high-impact practice.

ARTICULATION OF INCREASED EQUITABLE ACCESS

The next benchmark is that university administrators, faculty, and/or staff can articulate at least three ways in which Project-Based Internationalization would increase equitable access to high-impact education for their students. All respondents were able to meet this benchmark with their specific responses including PBI:

- Assisting students in establishing a deep and strong sense of identity.
- Allowing for all students to have a global perspective regardless of economic access.
- Providing an active way of participating in global change.
- Giving all students access to a form of cross-cultural interaction and learning that would not be handled by a theoretical approach alone.
- Offering a low-cost way (in terms of finances and time) for students to have more international exposure.
- Recruiting more students with subsequent PBI programs following a successful initial attempt.

Over the course of implementation of PBI programs and collecting corresponding data, it would be significant to capture ongoing university administrators, faculty, and/or staff responses to this question in order to measure and analyze them against statistical national and international data surrounding student retention. Additionally, using meta-analysis, PBI programming could further be assessed based on student demographic information including race, ethnicity, socioeconomic status, disability status, academic discipline, and engagement in traditional models of global education. This data would then cycle into the development of subsequent programming to further target specific student populations or areas of current retention gaps.

IDENTIFICATION OF A PROJECT BY INTERNATIONAL PARTNERS

Lastly, considering the collaborative nature of PBI, it was essential to include a benchmark that partners from international education programs, mission agencies, or nonprofit organizations can identify at least one project that could benefit from a partnership of this nature. The corresponding respondents were able to meet this benchmark and cited specific ideas including educational components for a K-12 international school, curriculum for an international pastoral training school in which pastors do not have access to formalized higher education, and incorporation of PBI programming before and during virtual internships and short-term study tours.

Ongoing and comprehensive data collection and analysis is needed to demonstrate specific outcomes of this doctoral project which will require the launch and tracking of PBI programs across academic disciplines and various institutions. I anticipate that this data would not only measure success against these three benchmarks but provide additional components to consider for proof of demonstrated outcomes for students, university professionals, and partners alike. Utilizing the data presented, academic institutions would then be able to further articulate these benefits and value added to prospective students, accreditation boards, diversified funding review committees, and potential faculty as means of a more comprehensive recruitment and retention strategy.

Project Launch Plan

Doctoral Project Description

Considering inequitable access to global education for university students, embedding project-based internationalization provides a platform for high-impact education that is available for all. If implemented, the students, faculty and the institution at large would demonstrate quantifiable outcomes related to contextualized academic achievement, student-driven equitable education, international pedagogy, and increased cross-cultural competencies.

This comprehensive curricular guide is designed for those in higher education, specifically in Christian contexts, to design and implement Project-Based Internationalization (PBI) programs across academic disciplines for their students. These projects provide equitable access for all students to engage in real-time global relationships, expand their cross-cultural skillsets, and develop solutions to real-world problems. This high-impact practice leverages the globalized world and advancing technology to combine any academic discipline with experiential education, removing many barriers to engagement in traditional models of international education. The curricular guide will be scalable and customizable for institutions to tailor programs to their specific student, faculty, and budgetary needs.

Audience

The primary intended audience for this project is administrators, faculty, and staff from higher education institutions. While secondary audience members may include program providers, university students, nonprofit organizations, and international missionaries, the content of this guide is aimed at those within higher education that would be involved with the development and implementation of Project-Based Internationalization programs.

Development Plan

The following maps out the key deliverables and dates to be met as I continue to focus on the launch of my doctoral work that began in this program. At a macro-level, the desire is to develop Project-Based Internationalization programs at different academic institutions, collect reliable and detailed data, continually refine the content and assessment tools, and to publish with at least one international educational association that has in-house publishing capabilities. Coupled with this is intentional promotion of this content through blog and article publications as well as professional presentations at conferences, gatherings, and webinars.

I anticipate that as programs are launched and tracked and a new normal becomes clearer in a post-pandemic world, there will be further learnings to share and promote as this modality of international education takes root.

TABLE 1: DEVELOPMENT PLAN FOR NPO PROJECT

	<i>Date</i>	<i>Key Deliverables</i>	<i>Assessment</i>
<i>Final Edits of NPO</i>	February 10	Submit Project Portfolio to project faculty for review.	Project Portfolio completed.
	February 15	Submit Project Portfolio for committee review & evaluation.	All final edits made to Project Portfolio.
	March 31	Complete suggested and final changes.	
<i>Visual Guidebook Created</i>	May 1	Transfer complete guidebook from Word to Canva for a more visually appealing format.	All components of the guidebook are fully developed within Canva formatting.
	May 31	Have editor review and make all changes to finalize documentation.	
<i>Launch at University</i>	September 30	Utilize my role and relationships at my university to launch project-based internationalization programs with academic departments.	Meet with each academic dean or chair.
	October 15	Develop data and assessment tracking tools within the university context to continually assess the concepts and designs in my project.	Meet with Institutional Research to develop assessment tool.
<i>Submit for Publication</i>	June 30	Submit guidebook for consideration of publication to professional international organizations including Forum on Education Abroad, NAFSA, NSEE, and IIE.	Proof of submission or next steps identified for each of the professional organizations listed.
	August 31+	Write blog posts, magazine articles and peer reviews for professional organizations and partners.	
<i>Submit Presentation Proposals</i>	Ongoing	Submit proposals focused on the project content for professional association conferences for 2023 and 2024.	List of conferences, themes, and proof of submission of proposals.
<i>Refinement & Expansion</i>	Ongoing	Refine the content of the project and assessment tools as utilized and practiced.	Annual assessment of programming and content updates.

Development Process

Embedded within this specific project is an ongoing process to gather data and make further improvements on the content and tools which will positively contribute towards an effective and ongoing evaluation after the launch. I will plan to annually review new Project-Based Internationalization programs and their assessment data and make any necessary changes to the guidebook. Should the guidebook be selected for publication within a professional international education association, I will follow their timeline for review of content, updates to content, and the possibility of making specific changes to the guidebook for further publication runs.

The key to all of this is that I remain engaged within the fields of higher education, international education, or a similar globally engaged vocation. Within my current context and role at a Christian higher education institution, I have active involvement in the development and launching of programs across all academic disciplines. Should this change at any point, especially if I have a vocational shift outside of these realms, it will be critical for me to remain engaged personally with the professional organizations that address international education to stay connected and relevant in this specific context.

Appendix A

Milestone 1:

The NPO Charter

PERSONAL RESEARCH MANIFESTO

I commit to approach my research valuing people above process, openness to new and differing perspectives, walking alongside others, and continuing to orient myself towards the Lord through spiritual disciplines.

NPO STATEMENT

Considering university students, we have discovered embedding project-based internationalization provides an equitable platform for high-impact education. If implemented, the students, faculty and the institution at large would demonstrate substantive and diversified benefits.

NPO SCOPE AND CONSTRAINTS

By the end of this doctorate program, a pilot curriculum and program model will exist to equip higher education institutions to embed project-based internationalization into their current academic disciplines. The scope will include the institution being able to identify and leverage their natural relationships, real-world needs represented, and specific disciplines which will lend well to meet those in real-time. Within this curriculum, students will be able to identify and articulate how their individual skills can be utilized to meet the common good within an international context. The full extent, boundaries, and fiscal model will be gauged and incorporated as the process progresses.

NPO CONTEXT

The NPO context is within higher education institutions that serve undergraduate and graduate students. Specifically, for the pilot curriculum the institution will be a small private, faith-based university in Southern California that is associated with the Assemblies of God denomination. The institution has federal delegations of both Minority Serving Institute (MSI) and Hispanic Serving Institute (HSI). The student population will consist of primarily late-teens and early 20s that have various ethnic, social, and denominational identities. The faculty participants will be primarily white, range from mid 30s to late 70s, and classify as middle to upper class individuals given the demographics of the institutional faculty. Course sizes generally range from 10-20 individuals, which will also define the participation group size.

ROOT CAUSES

While it is challenging to identify root causes of this NPO given its opportunistic nature, there are several factors that contribute to its necessity within higher education. The primary factors that shape this NPO center on familial and economic systems that include family income, parental educational level, cultural expectations on the student, and the necessity of student employment. In a highly globalized world and magnified even more by the mobility restrictions of COVID-19, fiscal and accessibility considerations also contribute to this NPO. The assets that students can leverage, especially when duo-lingual, will provide a foundational framework that contributes towards the success of this high-impact educational platform. Additionally, the increased need for higher education institutions to engage, develop and integrate with global learning sheds light on the ever-

increasing necessity for students to graduate with the skills essential to navigate within an international context, even if never leaving their country of origin.

DISCOVERY WORKSHOP STAKEHOLDERS

The stakeholders in my discovery workshop included current undergraduate students, university staff and faculty, and a director at a third-party program provider.

ONE-ON-ONE INTERVIEWS

My one-on-one interviewees included a Dean of Innovation and Strategy at a small faith-based university, an Associate Vice President for International Affairs at a large public university, and a Director of Administration at an international university.

3-5 KEY BIBLICAL TEXTS

Biblically, I will hold to scriptures that center on celebration of diversity, utilization of gifts as a means of service, engaging our mind as an act of worship, and the equity of our citizenship as heirs of Christ. The following scriptures from the ESV are a few of the foundational ones that will serve as anchors throughout this process:

Matthew 22:37-40: "And he said to him, 'You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself. On these two commandments depend all the Law and the Prophets.'"

Revelation 7:9-10: "After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a loud voice, 'Salvation belongs to our God who sits on the throne, and to the Lamb!'"

1 Corinthians 12:4-6: "There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work."

Psalms 33:4-5: "For the word of the Lord is upright, and all his work is done in faithfulness. He loves righteousness and justice; the earth is full of the steadfast love of the Lord."

1 Peter 4:10: "As each has received a gift, use it to serve one another, as good stewards of God's varied grace."

ACADEMIC RESOURCES

Within my field of research, primary voices include Chip Espinoza (PhD), former pastor, academic dean, generational diversity professional; Henri Nouwen, theologian, priest; Sherwood Lingenfelter (PhD), theologian, senior faculty of anthropology; Pete Scazzero, theologian; David Benner (PhD), Christian psychologist; Antipas Harris (PhD), theologian, academic administrator; and Dallas Willard,

theologian. Other areas of research will include international perspectives on project-based education, equity and inclusion best practices in higher education, and cross-cultural competencies. Additionally, the importance of clearly defining academic terminology that can often hold varied understanding by institution, geographical region, and societal context will be essential.

NPO CHARTER APPENDICES

DISCOVERY WORKSHOP DESCRIPTION

The Discovery Workshop was held on November 1, 2020, utilizing a virtual meeting platform and web-based tools. The participants represented current undergraduate students, university faculty and staff, and a study abroad third-party program provider. Participants ranged in ages from early-20s to mid-50s, were a mixture of Caucasian and Hispanic, two being bilingual with Spanish as their primary language. All participants were U.S. citizens, with one receiving their citizenship within this last calendar year. As the facilitator, I opened the workshop providing ground rules and brief introductions of each participant. Over the course of the hours together, the participants engaged in activities surrounding the NPO including the definition and audience, an empathy map, and an effort/impact matrix.

The workshop was held via Zoom and utilized both Google Docs and Mural, which allowed for virtual brainstorming, mapping, and real-time engagement. The conversation was recorded for additional documentation purposes. After each activity, I was able to facilitate conversation to drive clarity and at the end of our time, create a document that provides a summary of activities, key insights, and adjustments to the NPO statement. Participants were able to share additional areas that will need clarification or attention as I move forward in this process. Upon the completion of the discovery workshop, I summarized the activities and insights into a concise document and sent that to each participant via email to review to allow an opportunity to provide clarification or correction as well as add additional insights they may have had.

DISCOVERY STATEMENT

Considering university students, we have discovered embedding project-based internationalization provides an equitable platform for high-impact education. If implemented, the students, faculty and the institution at large would demonstrate substantive and diversified benefits.

KEY INSIGHTS FROM DISCOVERY WORKSHOP

The most significant insight was the movement of the NPO from focusing on institutional achievement of mission to the providing of an equitable platform of high-impact education for all university students. While the benefits of such educational programming are exponential, it will require intentionality and strategy, specifically in the areas of budget implications and faculty support, to develop a sustainable and scalable model. This form of programming is not common and will necessitate clear communication that is adjusted and targeted based on any given audience. It will be important to note that students will approach the same project with different perspectives based on race, class, gender, ethnicity, familial heritage, religious engagement, and other key

factors. With a plethora of published works surrounding competencies, cross-cultural training and assessments, the value added of this specific topic will be the development of a model that can be adapted and replicated on other institutional campuses.

ONE-ON-ONE INTERVIEW DISCOVERIES

The individual interviews were each highly valuable and emphasized different aspects of this topic based on their expertise areas. My interviewees all work in the field of higher education at a director level or higher, with a significant portion of their role dedicated to innovative or global student programming. Two were from the U.S., although opposite coasts, and one was from Latvia which provided a notable global perspective. Each of the interviews concluded that the NPO is moving in the right direction, emphasized the role of institutional strategy in the success of such programming, and encouraged utilizing asset-based rather than deficit language. Additionally, all agreed that the engagement of faculty, administration, and the development of a sustainable fiscal model will provide significant challenges. Regarding budget constraints, each stated different perspectives with the same theme of institutional funds need, to a reallocation or realignment that would tie to university strategy.

SYNTHESIS

Both the discovery workshop and individual interviews contributed significantly to the framing of this NPO and confirmed the need for students to engage in high-impact education that meets real-world needs. The diversity surrounding age, relationship to a higher education institution, ethnic background and cultural identity has provided a richness of perspective that I would not have had on my own. While the discovery workshop participants tended to focus on the inherent benefits for the student, the individual interviews leaned towards the comprehensive benefits for the institution as well as the necessity for students to be trained within a global context. The cultural framework that individuals bring into a project will be advantageous but also require time and clarity as expectations, role clarification, and common understanding are managed for all involved.

After completing this process, it is clear that there is a necessity and urgency for innovative solutions in relation to this NPO and engagement in the global common good. There are several areas that this NPO can focus on because society today is a global society and requires active involvement to see sustainable success.

NEXT STEPS

The next steps will include intensive literature review and continued research of those that have already engaged in project-based internationalization around the globe. The topics that will need to be explored include cross-cultural competencies, university change management, international partnership development and leadership theory in a global context. Research will include identifying which institutions already implement project-based internationalization both in the United States and globally in its various forms, inquire about assessment data, and identify scholarship that has already been completed in this realm. Additionally, defined terminology will be necessary as I move forward as it cannot be assumed that there will be a common understanding of terms by country,

institution or even within academic departments of the same institution. Lastly, the exploration of best practices of internationalized programming, especially considering the global implications from COVID, will be key as I move forward with this NPO.

DISCOVERY WORKSHOP DOCUMENTATION

Discovery Workshop: November 1, 2020

Activity One: NPO Definition and Audience

Considering university students (audience /who for), we've discovered embedding project-based internationalization provides an equitable platform of education (NPO).

Those impacted by this would include:

- Students, high impact for those who are first-generation or marginalized based on legal and socioeconomic status
- Immediate community
- Faculty that desires to integrate a global perspective into any classroom
- The campus overall will be impacted through the global learning
- Communities impacted by the project-based internships
- For-Profit/NGOs with a desire to work with college students

Factors that contribute to needing this:

- Familial: Parent income, educational background, cultural expectations
- Limited resources (finances, access to travel, mobility challenges)
- Student's involvement on campus or employment
- Language barrier, including communication styles
- Access to communities abroad
- Campus culture and openness to integrating global learning into any classroom
- Academic planning and internationalization requirements
- Comprehensive understanding by parents, students, faculty, and staff for the need to operate in a global world

If addressed, it would mean (possible success benchmarks):

- Increased rates of employment post-commencement
- Improved language acquisition
- Development of demonstrated cross-cultural competencies and transferable skills
- Increased engagement in curricular and co-curricular activities
- Demonstrated growth in institutional learning outcomes
- Institutional benefits: Increased recognition, improved recruitment, and retention, expanded domestic and international reach, additional funding opportunities (grants), strategic integration with diversity and inclusion efforts, evidence for accreditation and assessment

Activity Two: Understanding Those Impacted | Empathy Map



FIGURE 4: DISCOVERY WORKSHOP EMPATHY MAP

Says Themes:

- Required or optional
- Cost included or not
- Alignment with existing course requirements

Thinks Themes:

- Communication to students of the need to be thorough
- Alignment with existing course requirements
- Cost of participation

Feels Themes:

- Spark energy
- Affirming of students (empowering, encouraged, capable, passionate)
- Opportunities for achievement and accomplishment

Does Themes:

- Increase of programming and openness to them

- Empowers students and faculty alike
- Engaged student and classroom

Overarching Themes:

- More questions to answer – needs thorough explanation
- Movement from ambiguity towards excitement
- Communication is necessary

Gaps in Understanding:

- Need to look from both staff/faculty and student perspectives
- Logistics and practicalities
- Parental support and understanding (familial systems)
- Immigration restrictions
- Study abroad/outreach/career collaboration

Activity 3: Effort/Impact Matrix



FIGURE 5: DISCOVERY WORKSHOP EFFORT/IMPACT MATRIX

Overarching Themes:

- Very few programming options would not result in high-impact practices
- Both local and global programming is impactful, and both are needed
- The intentionality on the planning is crucial for impact to remain high

Conclusion: Final Reflections

Areas of Friction:

- Faculty requirements in putting these together
- Budget implications
- How to embed without administrative support, buy-in

Areas of Clarification:

- What will higher education look like 5-10 years from now?
- How will COVID impact globalization efforts?

Further Questions:

- How does a post-COVID higher education institution look?
- What is the financial model to have minimal resources with high impact?
- What are the actual costs?

Revised NPO Statement:

Considering university students (audience /who for), we've discovered embedding project-based internationalization provides an equitable platform for high-impact education (NPO). If implemented, the students, faculty and the institution at large would demonstrate substantive and diversified benefits (outcome).

Be sure to examine:

- Religious framing (i.e., Catholic vs. Christian traditions, language, definitions)
- Varying language needs in communication, promotion, processes
- High impact practices at minimal cost
- Longevity of practices being implemented to ensure sustainability
- Take a course/subject to follow as a pilot
- Hofstede's Cultural Dimensions
- 8 NACE Competencies

Potential blind spots or pitfalls:

- Cultural implications that I'm not personally part of
- Terminology basics (i.e. not everyone knows what 'study abroad' means)

Post Discovery Workshop

Sent to all discovery workshop participants:

Dear _____,

Thank you for taking the time to connect today and speak into what will be such a significant part of my journey over the next few years.

I have summarized our time together in a central document (attached). If you would like to review it, or have any additional thoughts, feedback, or questions, feel free to let me know or input it directly into the document.

I appreciate your time, insights, and participation in today's discovery workshop more than you know.

Have a wonderful week!

Kayli Hillebrand | NPO Discovery Summary

NPO Statement: Considering university students, we've discovered embedding project-based internationalization provides an equitable platform for high-impact education. If implemented, the students, faculty and the institution at large would demonstrate substantive and diversified benefits.

Factors that contribute to needing this:

- Familial: Parent/family income, education level, cultural expectations, student employment
- Limited resources (finances, access to travel, mobility challenges, access to communities abroad)
- Language barrier, including communication styles
- Campus culture and openness to integrating global learning into any classroom
- Comprehensive understanding for the necessity of operating in a global world (parents, students, faculty, staff); Academic planning and internationalization requirements

Possible benchmarks of success:

- Increased rates of employment post-commencement
- Improved language acquisition
- Development of demonstrated cross-cultural competencies and transferable skills
- Increased engagement in curricular and co-curricular activities
- Demonstrated growth in institutional learning outcomes
- Institutional benefits: Increased recognition, improved recruitment and retention, expanded domestic and international reach, additional funding opportunities (grants), strategic integration with diversity and inclusion efforts, evidence for accreditation and assessment

Areas of friction and clarification:

- Faculty requirements in development of projects/programs
- Budget implications
- Logistics of embedding without administrative support
- What will higher education look like 5-10 years from now?
- How will COVID impact globalization efforts?
- How does a post-COVID higher education institution look?
- What is the financial model to have minimal resources with high impact?
- What are the actual costs?

Be sure to examine:

- Cultural and religious framing (i.e.: Catholic vs. Christian traditions, language, definitions)
- Varying language needs in communication, promotion, processes
- High impact practices at minimal cost
- Longevity of practices being implemented - ensure sustainability
- Take a course/subject to follow as a pilot
- Hofstede's Cultural Dimensions
- 8 NACE Competencies

Potential blind spots or pitfalls:

- Cultural implications that I'm not personally part of
- Terminology basics (i.e.: not everyone knows what 'study abroad' means)

ONE-ON-ONE INTERVIEWS DOCUMENTATION

Individual Interview 1: November 9, 2020

(Full Zoom session is recorded)

What do you agree with?

- Familial will encompass the financial and language challenges specified. It will be important to build a framework of those challenges in order of impact/importance.
- Mission/Strategy alignment will be broad enough and fit for any institution.
- The leadership gap (administration to workers) will be a primary challenge faced. This program will require a transition of reactive decision making to proactive.
- Faculty push-back and training will be a dominant challenge in implementing a program of this scope. For example, faculty at an HSI/MSI may not be proud of that change and will be resistant to embracing programs like this.
- Programs of this nature will be critical for higher education moving forward.

What do you disagree with?

- Limited resources are often incorrect phrases used. Utilize the terminology of 'misallocated' resources when discussing budget implications. Fiscal must be tied to institutional strategy.

What is missing?

- Ensure that benchmarks for success are all measurable.
- What would any given ILO look like for this specific population?
- Clearly identify the critical components. Change questions asked to drive discussion. Always start with the 'what is' and not the 'what is not.' E.g., In 5-10 years will higher education look like it does now?
- Focus on how this program type will tie to the institutional strategy or agenda. Does administration have a long- or short-term orientation?
- Define that globalization needs to be 21st century globalization.
- Generational: Gen Z may want to start more in an individual or small group setting. Have a small group framework within this program.
- Authors:
 - Hofstede (focus on power-distance dynamics and common definitions)
 - Philomena Essed (diversity and inclusion)
 - Matilda Riley (structural lag – identify the structures at play with MSI)

Individual Interview 2: November 11, 2020

(Full Zoom session is recorded)

What do you agree with?

- Project-based internationalization is the appropriate form of education right now.
- Global collaboration is necessary.
- Language barriers and communication styles have always been factors in play, but this mode will create pride in the students and take advantage of the assets.
- The long-term economic challenges the U.S. is facing will necessitate creative avenues of high-impact, real-world collaboration.
- Institutional benefits are plentiful and will be easiest to capture in assessment.
- New models of education are increasingly needed as U.S. becomes a majority-minority country.
- Primary challenge will be ensuring sustainability. Turnover of faculty, staff, partners, etc.

What do you disagree with?

- MSI/HSI students and institutions will be attracted to this model, but the stress needs to be that it is good for all students, not just the disadvantaged.
- Framing of opportunity should not be from deficit thinking.
- Benchmarks of success may not be easily assessed in traditional means/models.
- This may re-energize faculty teaching more than be an area of friction.
- Budget implications need to be framed as realignment of staff and resources.

What is missing?

- When a student is in the classroom working on theoretical assignments, nothing is at stake. When they are partnering with individuals around the globe to meet real-world needs, there is a lot at stake which instills greater engagement and drive.
- Ensure that assessments and tests are not designed for a traditional classroom model.
- Incentivization for faculty engagement is necessary (stipend, course release, staffing).
- Compare ROIs between study abroad and project-based model.
- Management of expectations with partners.
- Cultural and religious framing: consider lens and outlook (Catholics have high engagement in community service).
- UN sustainable goals.

Individual Interview 3: November 13, 2020

Within European context:

- Country of origin has significant impact on internationalization.
- Brussels is the most advanced in the EU with policy, application, themes, etc. for internationalization.
- Working together knowingly will result in great impact, leverage strengths, more connectedness, cohesiveness within the EU.
- Internationalization is the political agenda.
 - Striving to make practical tools for individuals and institutions to be global.
 - It's within the European DNA to be synchronized.
- European Alliance Initiative (5-6 partners collaborate to develop one institution).
- Groups are put together with agreed upon project/goal to work collaboratively for a solution, rather than one institution being the 'giver' of the solution.

What do you agree with?

- There is a necessity for humans to have mobility.
- Higher impact practices must be international.
- Greater internationalization, the greater the funding sources available.
- The greater the tie of project-based to the overall strategy, the increased opportunity for larger funding sources.
- Institutional benefits: The research shows that in terms of outreach and engagement, the impact is directly correlated with scope of global partnerships. For example, partnership between Latvia, Lithuania and Estonia would not yield as great of impact as Latvia, China, South Africa. Get out of similar contextual and cultural bubble.
- Benchmarks of success need to be tied to strategy.
 - European context: Increased focus within Europe to be multi-cultural, have a synchronized system of education to allow for increased mobility, need a similar framework in institutions.
 - Language and cultural barriers are significant.

- Riga: 2/3 of employees are working on project-related programs that are always international.
- Being able to go outside of oneself and work together with people that think differently and have different values increases employment rates.
- When looking at isolated (dictatorship/closed border) countries, they tend to be weaker with employment competencies or opportunities.
- Individuals and institutions cannot be successful without internationalization.
- Budget: Who and why pays for it needs to be clear. Some partners may have increased need, but likewise, the divide can be increased if partners do not have financial ability that others do (i.e., high-budget with high-budget institutions).
- Need to move and meet and have shared results.
- Whoever sponsors the project needs to have a full understanding of why.
- Faculty: At Riga the older generation tend to be less engaged, younger tend to be more open. Willingness to engage will be a critical component.
- There needs to be personal or institutional motivation with university supported projects.

What do you disagree with?

- Benchmark of curricular/co-curricular engagement: May have an impact but unsure of direct correlation.
- If a person develops and is more open, they may engage more.
- Bringing a person into the community might increase engagement.
- Some may be introverted and not engage regardless.
- Benchmark of ILO: Significant tie to those that are more focused on critical thinking, problem solving, functioning in a group, communication.
- Which ILOs are internationally related?
- Some subject matters may not lean towards ILOs.
- International populations may not have the same results with ILOs as those from the culture that developed assessment/ILO (learning styles, cultural implications).
- There are more factors that contribute to project-based than what is listed.

What is missing?

- Necessity of mutual understanding in partnership. The understanding or feelings of one another is more important than the brightest minds, most advanced in field, etc.
- Understand the historical ties and context between countries in partnership.
- Forcing dissimilar or not common partners will have a direct impact on how quickly they will adapt and achieve results.
- Look at what factors influence or not influence success within the project.
- Benchmark: Add geographical spread achieved.
- Essential for partners to develop foundational understanding of the other (time orientation, etc.) in order to be successful.
- International learning styles (cultural factors, mentality, etc.).
- Pilot program needs to span 3 years for true results.

- Distinguish the elements needed in participants. A student with readiness level to work within internationalization will result in greater impact. Class sizes. Assumptions and implications of factors contributing to project and participants.
- Start with what do I want to achieve through this work, then find a scholar as the backbone with proven results or research to launch from.
- Incorporate global issues and methods to address (climate change, UN sustainable development goals, etc.).
- How important is it for success to agree? To have similar values?

COVID

- There is a greater need to be more global and internationalized because of COVID.
- COVID will not stop internationalization.
- It will impact who and how you meet.
- Real life connections will be more valued, cherished; but likewise, more scrutinized by university as to the need to connect/travel in-person.
- Importance will be tied to in-person. Less important can take place in virtual format.
- Increased diversification of meeting styles will remain.
- Humans have a natural need for mobilization. It's part of civilization and human nature.
- Those who didn't know how to do it now have greater access.
- Productivity and efficiency will increase with project-based.
- Hybrid mode is here to stay.
- Video format will be a natural form of higher education.
- COVID has shown outcomes can be achieved in virtual formats.
- New skills obtained and developed.
- Those that were fearful of hybrid before that have been forced to engage have been able to see it does have the ability to be successful.
- Will be a factor for the impact on effective digital education.
- Travel requests will be scrutinized more and readjusted.
- Impact = high diversity.
- Contact-making will be the challenge:
- How and where to do it when you've never met before. Don't have the luxury of meeting at a conference or in travel.
- Still need to establish trust and get to know one another in a distance format.
- The in-person component will still be necessary but needs intentionality.

Appendix B

Milestone 2:

NPO Topic Expertise Essay

INTRODUCTION

There is a unique opportunity for Christian higher education to embody of a model of two-fold discipleship: Students being educated by faculty within the context of academic disciplines, while in tandem, the students apply that instruction along with their individual gifts in the service of others to meet needs of local and global communities. The borderless nature of current society, given the advancement of technology, provides avenues for the student in Christian higher education to not only connect with others around the globe, but to also love others through meaningful engagement. Through embedding project-based internationalization into academic curriculum, the university will transform a theoretical education into an active learning model with exponential benefits. Project-based internationalization is the deliberate integration of intercultural and global components into faculty-guided projects in which students engage in solution-based strategies to real world problems.³⁰

There are numerous examples of how this can be implemented. This model would, for example, allow an undergraduate business major to directly assist a neighbor in Tanzania who needs practical training and tools for developing a business plan. In doing so, the entrepreneur will contribute towards the health and growth of their local church and community, impacting many more than the two individuals who partnered together. Likewise, a faculty member in Ecuador can teach a virtual internship student the value of community development. This can then be coupled with an internship based in Ethiopia under a nonprofit leader who equips and empowers those same students to use their innate giftings and education for tangible results towards the common good. These opportunities enhance the academic disciplines within the Christian higher education institution while providing students with an educational experience that moves their learning beyond the walls of the classroom. Embedding project-based internationalization into academic curriculum can allow for students to engage with others, meet both felt and spiritual needs, and allow their education to be used for the common good of local and global communities in real time.

³⁰ John K. Hudzik, *Comprehensive Internationalization: From Concept to Action* (London: Routledge, 2014), 10. "Internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships. (NAFSA Task Force on Internationalization 2008)" and Laura Helle, Päivi Tynjälä, and Erkki Olkinuora, *Project-Based Learning in Post-Secondary Education - Theory, Practice and Rubber Sling Shots* (Netherlands: Springer Nature B.V., 2006), 299. "Adderley et al. (1975, p. 1) provided the following definition for the project method, which after a quarter of a century is still a good definition: (1) [projects] involve the solution of a problem; often, though not necessarily, set by the student himself [or herself]; (2) they involve initiative by the student or group of students, and necessitate a variety of educational activities; (3) they commonly result in an end product (e.g., thesis, report, design plans, computer programme and model); (4) work often goes on for a considerable length of time; (5) teaching staff are involved in an advisory, rather than authoritarian, role at any or all of the stages - initiation, conduct and conclusion."

SECTION 1: BIBLICAL AND THEOLOGICAL FOUNDATIONS

INTERNATIONALIZATION IN THE BIBLICAL WORLD

There are no caveats or lack of clarity in Jesus' statements. In Matthew 22 and 28, Jesus is unambiguous that his followers are to love the Lord, love others, and make disciples. There is nothing in these texts that signifies they are bound by borders, timelines, or language. While this would be common to hear in a Sunday sermon, there is value to the application of these truths within Christian higher education. Being a disciple is the daily and active following of and connecting to Jesus Christ, with devotion to Him alone.³¹ It is a consistent pursuit of engaging with Christ while at the same time living in proximity to and in relationship with others. Understanding that we are to love God through all parts of our lives (also termed the 'wholeness of our being') would imply that we are to also utilize every aspect of our lives in living out the Christian faith.

We see from both the event of Pentecost and the book of Revelation, along with several other passages, that the gospel of Christ is for all people, nations, tribes, and tongues.³² Simply put, the gospel of Jesus is for everyone. There is not a race, ethnic group, language spoken, or family lineage that disqualifies any individual from the opportunity to have Jesus Christ as their personal Savior. The gospel being for everyone means that it is no longer the sole possession of the Jews. The early church traversed untold physical and geographical landscapes in order share the gospel with others. Today, Christians are still called to share the gospel. However, through internationalization, the process of sending out and connecting with others can allow for the crossing of thousands of miles without leaving one's home.

While we all still have real, geographical neighbors, the reality of who our neighbors can be identified as has widened dramatically to include anyone with the ability to connect to the internet. Embedding project-based internationalization into academic curriculum can take advantage of this reality and allow for students to personify their faith as they engage with others in meaningful ways, meet both felt and spiritual needs, and allow their education to be used for the betterment of local and global communities in real time.

TEXTUAL DISCUSSIONS

Throughout the biblical text, we are encouraged and implored to utilize all parts of life for the purpose of loving him and others. The call to make disciples assumes that the one being sent is actively engaged in this participatory gospel, and as explored in the following texts, the invitation is open for everyone.

³¹ Joel B. Green, Scot McKnight, and I. Howard Marshall, *Dictionary of Jesus and the Gospels* (Downers Grove: IVP Academic, 1992), 187.

³² Acts 2; Revelation 7 (ESV).

As You Are Going

Matthew 28:19-20 records the Great Commission, in which Jesus instructs his disciples to “go and make disciples of all nations, baptizing them in name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded.” The original Greek language uses the term ‘go,’ which is defined as “to pursue the journey on which one has entered, to continue on one's journey.”³³ Jesus used the active participle when directing his disciples, which means that his instruction to make other disciples was to be done as they went along in their daily lives. By extension, Matt Woodley, et al states that “he’s calling us to do the slow and unspectacular work of walking beside people as they learn to hear and obey him.”³⁴ While discipleship-making takes place in both the spectacular and mundane portions of our lives, it is important for Christian higher education to guide students to recognize and respond to the intersections of their education and skills within these moments. At Pentecost, the Holy Spirit moved in such a way as to cause both confusion and awe when everyone gathered was able to hear the Spirit speak in their own native language.³⁵ While these signs and wonders were awe-inspiring to some and confusing to others, the fact that the Holy Spirit chose to use individual languages as an expression of his power points to the significance of the role language holds in the kingdom.

Regarding ‘all nations,’ the phrase refers to a “multitude of individuals of the same nature or genus; a tribe, nation, people group.”³⁶ The same word used in this passage is repeated in Revelation 7:9 when John paints the scene of “all nations, tribes, peoples and languages” gathered at the throne while collectively worshipping the Lamb. With an eternal perspective ahead of us, it is easier to see how and why Christ commissioned his church to make disciples as part of their daily routine. The same is true for the students in our classrooms. However, with Christian higher education being part of the church but not a church itself, the emphasis will naturally be put on making disciples through the utilization and application of education. Every nation on earth will be represented at Christ’s throne and, as followers of Jesus in higher education, we are invited in the here and now to engage in meaningful avenues to usher that end in.

Within the context of Christian higher education today, the best pedagogical practices are those where the education provided is active and engaged with both academic disciplines and faith applications. The two-fold opportunity of disciple making allows the student to be poured into,

³³ G4198 - poreuō - Strong's Greek Lexicon (ESV), Blue Letter Bible, accessed February 2, 2021, <https://www.blueletterbible.org/lang/lexicon/lexicon.cfm?Strong's=G4198&t=ESV>.

³⁴ Matt Woodley, Leonard Sweet, and Skye Jethani, *The Gospel of Matthew* (Downers Grove: InterVarsity Press, 2011), 267.

³⁵ Acts 2:1-13 (ESV).

³⁶ “G1484 - Ethnos - Strong’s Greek Lexicon (ESV), Blue Letter Bible, accessed February 2, 2021, <https://www.blueletterbible.org/lang/lexicon/lexicon.cfm?Strong's=G1484&t=ESV>.

shaped, and molded by the truth of Scripture can come alongside subject-specific academic training. At the same time, embedding the participatory method of project-based internationalization allows for the student to engage with others, meet felt and spiritual needs, and allow their education to be applied for the betterment of other local and global communities in real time. Through this method, students are modeled how the gospel of Christ is lived out and empowered to appreciate how utilizing their education is not just valuable, but vital.

Utilization of Gifts

Throughout Scripture, we see that those in the church are told to employ their individual giftings for the building up of the body of Christ along with service to others. In 1 Corinthians 12:4-6, Paul emphasizes the intrinsic diversity of and unity among the gifts within the church. While it is easy to focus on who is given which gifts, the richer message is, as Davis points out, that “neither the gifts nor the giver is static.”³⁷ The gifts that are given are purposed to be put into practice, be developed, and integrated into our daily lives.

Peter continues to highlight this in 1 Peter 4:10 when he declares that by each person using their own gifts, the church is “faithfully administering God’s grace in its various forms.” The reality that these gifts have been given by God implies that we are merely stewards of them. As Peter Rodgers states, “a steward is not the owner, but rather someone who is entrusted with responsibility on behalf of another.”³⁸ Through project-based internationalization, students can be guided to steward their specific skills, education, and giftings in a manner where they regularly identify and respond to the points of intersection with kingdom needs. Kar Yong Lim emphasizes that “Paul was concerned not only with the salient identity of the community but also the cognitive transformation of the Christ-followers. Transformation of the cognitive process is part of the communal spiritual experience in the formation of their social identity.”³⁹ The spiritual formation of the student then is not merely a religious experience, but one that involves their academic development and how they obtain, process, and understand on an intellectual level, the material being taught. This method of coupling faith and education allows for a holistic and comprehensive approach that provides the student with an unparalleled experiential education.

Mind as a Means of Love

In Matthew 22:37, Jesus named that the greatest commandment is to “love the Lord your God with all your heart and with all your soul and with all your mind.” Mark 12:30 records a fourfold love with

³⁷ James A. Davis, Gary Burge, and Andrew Hill, *Commentary on 1-2 Corinthians* (Grand Rapids: Baker Books, 2019), 44.

³⁸ Peter R. Rodgers, *1 Peter: A Collaborative Commentary* (Eugene: Wipf and Stock Publishers, 2017), 126.

³⁹ Kar Yong Lim, *Metaphors and Social Identity Formation in Paul’s Letters to the Corinthians* (Eugene: Wipf and Stock Publishers, 2017), 193.

the addition of strength. Irrespective, the implication of this commandment is for complete devotion. While the biblical languages do not have just one equivalent to the word 'mind,' Chad Brand points out that "the mind is portrayed oftentimes, especially in the New Testament, as the center of a person's ethical nature."⁴⁰ The mind refers to how we understand, what we desire, how we feel.⁴¹ According to Woodley et al., "Jesus himself seems to stress the role of the mind in loving God. We love God with our whole self, including our brain."⁴² By training the mind, we are developing and disciplining whole persons to love and reflect the Lord and serve others.

It is no accident that this passage is sandwiched between two interactions of groups that often leveraged their intellect to retain authority and superiority. Immediately preceding this commandment, Jesus engaged with the Sadducees and reminded them that they understood neither the scriptures nor the power of God. After the greatest commandment passage, Jesus stunned the Pharisees to the point that they no longer questioned him. Both groups were attempting to use their mind and human logic to ruse Jesus into defying himself. What neither group understood was that our mind – the center of our thoughts, feelings, and desires – was designed as a means to love God and others.

It is emphasized throughout scripture that the mind is key in the transformation of other parts of the body in ongoing renewal. In Christian higher education, the mind of the student is being trained, expanded, and constantly molded. The goal is for a student to graduate with not just a physical degree, but with increased knowledge and correlating skillsets that will serve as the foundation for vocational opportunity and advancement. With the mind so central to education, it is perhaps the easiest of arguments to make that the education being provided should be one that engages, equips, and empowers the whole student, which project-based internationalization accomplishes.

SYNTHESIS OF THEMES, VALUES, AND COMMITMENTS

In the multi-faith world students are navigating today, there can be felt tensions between the Great Commandment and Great Commission. The implications of these tensions can be more readily understood and traversed through when students are given opportunities to learn that they were created with purpose and given gifts, including their education, to be used to love God and others. This love is a tangible expression of the gospel, meant to be not simply an emotional work, but one that is put into daily, ongoing action. From the passages discussed, it is when the utilization of all aspects of our lives is applied in service to others for the Kingdom's sake, that we truly embrace what it means to make disciples as we go. The gospel is not a passive, entertaining story. It is meant to be

⁴⁰ Chad Brand, *Holman Illustrated Bible Dictionary* (Nashville: B&H Publishing Group, 2003), 1128-1129.

⁴¹ "G1271 - Dianoia - Strong's Greek Lexicon (ESV)," Blue Letter Bible, accessed February 2, 2021, https://www.blueletterbible.org/esv/gen/1/1/s_1001.

⁴² Woodley, Sweet, and Jethani, *The Gospel of Matthew*, 217.

lived out today as much as when Jesus commissioned the first disciples. It is this good news that is designed to be actively engaged with at every level, for every person around the globe.

Project-based internationalization allows for the definition of neighbor to be radically modified and expanded. The boundaries of physical proximity that limited past generations are largely erased for generations today through technological advances. Today, there is the capacity and ability to connect with others in real-time through a variety of meaningful avenues. This reality allows pedagogy in Christian higher education to adjust to meet not only a new generation of students in encouraging classroom assignments to move from the theoretical to the practical, providing models of how education and faith intersect and are engaged daily. The undergraduate student today deserves to be educated with excellence, disciplined in truth, and empowered to move beyond themselves to identify and respond to global needs, feasibly becoming the vanguard of a new discipleship model for the church at large.

SECTION 2: TOPIC HISTORY AND KEY VOICES

HISTORICAL ROOTS OF PROJECT-BASED INTERNATIONALIZATION

Foundational to several alternative forms of education that exist outside the classroom today can be attributed to the works of John Dewey, Kurt Lewin, and Jean Piaget. These three theorists contributed to the concept of experiential learning and developed a framework for future scholars to expand upon. The key focus of experiential learning is the active engagement with the content being taught, which often reinforces the learning. As described in the following section, the current exploration and implementation of project-based internationalization would not be feasible if it were not for the works of Dewey, Lewin, and Piaget.

Dewey, Lewin, and Piaget

The term 'project-based internationalization' has only gained momentum in recent years within higher education. However, the foundation for the concept was developed over a century ago as the educational model of experiential learning. As David Kolb, originator of the learning styles inventory, articulates:

The experiential learning model pursues a framework for examining and strengthening the critical linkages among education, work, and personal development. It offers a system of competencies for describing job demands and corresponding educational objectives and emphasizes the crucial experiential learning methods.... Although this movement is attributed to the educational philosophy of John Dewey, its source is in reality a diverse group spanning several generations.... Yet it is the work of Dewey, without doubt the most influential

educational theorist of the twentieth century, that best articulates the guiding principles for programs of experiential learning in higher education. 43

Dewey's involvement as both a primary school educator and higher education faculty provided a comprehensive framework for understanding the value of experience in the process of learning and development. He developed the model of experiential learning which was commonly known as 'learning in doing' among academics. The methods that were included among experiential learning were internships, field projects, work/study programs, visual arts, and laboratory studies. All of these had an experiential component and as Keeton and Tate explain, "the learning is directly in touch with the realities being studied."⁴⁴ Jay Roberts states that for Dewey, experiential education is the foundation for a democratic society as well as the catalyst for future success. He continued that "it is in the meaningful transaction between the individual and her community (through experience) that encourages and promotes a diversity of growth and development and creates responsibility."⁴⁵ This form of education moved from one based on lecture and reading about a subject to a practical model of being involved with the content itself.

Also impacting education in the early half of the twentieth century was Kurt Lewin, the founder of social psychology and organizational behavior. According to Kolb, "it is his work on group dynamics and the methodology of action research that have had the most far-reaching practical significance."⁴⁶ As a refugee from Nazi Germany, Lewin furthered the understanding of experiential learning through emphasis on the integration of theory and practice.⁴⁷ According to Brug et al., Lewin's "renowned 'field theory' posits that human behavior is the function of both the person and the environment."⁴⁸ He argued that it was not merely personal or environmental factors that led to specific outcomes, but that it is both in relation to one another that need to be maintained as a cohesive unit.⁴⁹ Furthermore, they describe that "Lewin would often investigate a phenomenon as it naturally occurred in the field, and then use those results as the basis for devising a more carefully controlled laboratory study. He would take the results from his laboratory research and then see if

⁴³ David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Thailand: White Lotus Publications, 1984), 4, 5.

⁴⁴ *Ibid.*, 5.

⁴⁵ Jay W. Roberts, *Disney, Dewey, and the Death of Experience in Education* (Iowa City: Education and Culture, 2005), 18.

⁴⁶ Kolb, *Experiential Learning*, 8.

⁴⁷ *Ibid.*, 9.

⁴⁸ Johannes Brug, Frank J. van Lenthe, and Stef P. Kremers, *Revisiting Kurt Lewin: How to Gain Insight into Environmental Correlates of Obesogenic Behaviors* (Philadelphia: The American Journal of Preventative Medicine, 2006), 525.

⁴⁹ *Ibid.*, 528.

they worked in the field.”⁵⁰ While his works are widely known in the arena of psychology, his impacts on experiential learning were and still are substantial to the field and practitioners.

Lastly, Jean Piaget, the French developmental psychologist and genetic epistemologist focused on the cognitive development processes.⁵¹ As Kolb articulates, “Piaget’s theory describes how intelligence is shaped by experience. Intelligence is not an innate internal characteristic of the individual but arises as a product of the interaction between the person and his or her environment. And for Piaget, action is the key.”⁵² Piaget was more interested in the reasoning a child used in coming to an answer on a test than how many correct answers were achieved. His work continued to empower educators that experienced the failure of traditional schooling by allowing teachers to have increased freedom and initiative in how they taught, all of which was grounded in psychology and research.⁵³ According to Richard Kohler, Piaget’s work in psychology was ultimately more received and utilized within the field of education than psychology itself.⁵⁴

Although other voices would continue to speak into and expand this concept, Kolb states that “Dewey, Lewin, and Piaget must stand as the foremost intellectual ancestors of experiential learning theory.”⁵⁵ The far-reaching impacts of experiential learning developed by Dewey, Lewin, and Piaget are best described by Kolb:

In the case of social policy and action, experiential learning can be the basis for constructive efforts to promote access to an influence on the dominant technological/symbolic culture for those who have previously been excluded: minorities, the poor, workers, women, people in developing countries, and those in the arts. In competent-based education, experiential learning offers the theory of learning most appropriate for the assessment of prior learning and for the design of competence-centered curricula. Lifelong learning and career-development programs can find in experiential learning theory a conceptual rationale and guiding philosophy as well as practical educational tools.⁵⁶

The foundation of experiential learning that was established in the early twentieth century not only provides a new pedagogy of education, but one that had, and continues to have, direct impacts upon the common good. The capacity for the positive impact this form of education can have on the

⁵⁰ Ibid.

⁵¹ Kolb, *Experiential Learning*, 18.

⁵² Ibid., 12.

⁵³ Richard Kohler, *Jean Piaget* (New York: Bloomsbury Academic, 2014), 257.

⁵⁴ Ibid., 256.

⁵⁵ Kolb, *Experiential Learning*, 15.

⁵⁶ Ibid., 18.

specific needs of local and global communities, leading towards further targeted individual and corporate development, is scalable, replicable, and exponential.

Kilpatrick

Comparable to the three theorists discussed, William Heard Kilpatrick's efforts in the expansion and campaign of experiential learning deserve recognition of its own. Although in personal relationship with Dewey, Kilpatrick did not hesitate in his critique of the foundational theory and incorporation of other global advancements and concepts to further the movement of this relatively new mode of education. As a student and mentee of John Dewey, Kilpatrick developed into a colleague and eventual successor of his mentor and the work of experiential learning. Kolb states that for Kilpatrick, "the purpose of education became learning not only what to think, but how to think."⁵⁷ In 1912, Kilpatrick traveled to Europe to experience the Montessori method of education which was a pupil-directed learning style that was growing in popularity. "Kilpatrick found the idea of Montessori's curriculum, which reflected the needs of the community, extremely attractive. He firmly believed that the curriculum must grip the interest of the students, who, in turn, must attach themselves to actual and immediate social demands," states Kolb.⁵⁸ He discovered many similarities between the Montessori method and Dewey's work including how they utilized practical life applications, gave strong emphasis to student freedom, and encouraged independent activity.⁵⁹ A good public speaker, Kilpatrick critiqued and expanded Dewey's work and gained significant influence with invitations to speak throughout the United States.⁶⁰

Kolb articulates that Kilpatrick was a firm believer that a student could not be educated solely on "the acquisition of bookish information." He continues that education should encompass the intellectual as well as the aesthetic and social, with emphasis that students cannot learn from a static curriculum.⁶¹ "The ideal was to involve the student actively in the process of education and to emphasize the experiences and knowledge the child might bring to the subject matter, rather than solely what the subject matter brought to the child," according to Kolb.⁶² Like others, Kilpatrick held the view that it was impossible for learning to be passive; students had to internalize what they were being educated on and then practice and apply it to their own lives.⁶³ The implications of such

⁵⁷ Ibid., 61.

⁵⁸ Ibid., 73.

⁵⁹ Ibid., 74.

⁶⁰ Ibid., 78.

⁶¹ Ibid., 100.

⁶² Ibid.

⁶³ Ibid.

education would be beneficial to the students and the whole community. Kolb continues that “the difference between the activities of the school and the activities of the community should be not dichotomous but intertwined. Projects would necessarily lead the child to be more socially minded and, therefore, more apt to become a participating and contributing member of a democratic society.”⁶⁴ It is this project-based experiential mode of education that leads towards students’ further understanding and application which can have positive impacts for their community. Kilpatrick categorized four types of projects: A creative idea or plan (building a boat), an aesthetic experience (viewing a piece of art), problem solving, and obtaining skill or knowledge.⁶⁵ Kolb states that “the application of educational thought to the classroom was, for Kilpatrick, his major contribution as distinguished from Dewey’s.”⁶⁶ As Kilpatrick did with Dewey, scholars would continue throughout the twentieth and now well into the twenty-first century, to take the theories, research, and practice of these original academics on experiential learning and continue advocating and implementing this method throughout educational institutions. It is this expanded thought that has encouraged academics such as myself to pursue the innovative concept of project-based internationalization which will continue to cross barriers unimagined by these founders of experiential learning.

KEY VOICES

As Madeline Green states, “high quality education must prepare students to live and work in a world characterized by growing multiculturalism and diminishing borders.”⁶⁷ Project-based internationalization provides a model to do just this. This model is an integration of two prominent components: Comprehensive internationalization and project-based learning.

John Hudzik: Comprehensive Internationalization

John Hudzik is the leading scholar on comprehensive internationalization. While his knowledge and experience spans across multiple dimensions of higher education, it is his focus on comprehensive internationalization that has provided the most significant catalyst for change in educational institutions around the globe. As Hudzik states:

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise.... [It] not only impacts all of campus life but the institution’s external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and

⁶⁴ Ibid., 103.

⁶⁵ Ibid., 109.

⁶⁶ Ibid., 403.

⁶⁷ Madeline F. Green, “Internationalization in U.S. Higher Education: The Student Perspective,” (Washington, D.C.: American Council on Education, 2005), vii.

communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.⁶⁸

As he describes, comprehensive internationalization is not merely a component of higher education but is intended to be infused into all areas. Throughout his publications, there is a consistent theme that “internationalization is driven and delivered by faculty, staff, and students, who at a minimum are interested in and see the importance of international engagement.”⁶⁹ He states that “a core reality that distinguishes current discussion and action from that of the past is the scale and scope of what internationalization encompasses – the breadth of clientele served, the outcomes intended, and a reshaping of institutional ethos,” emphasizing that this is imperative to higher education, not merely a possibility.⁷⁰

According to Hudzik, with emerging technology providing “near instantaneous access to hundreds of millions of idea generators throughout the world, more and more minds flow across borders physically and virtually – with the mode of transportation chosen sometimes having little practical impact on outcomes.”⁷¹ With its purpose to connect institutions to changing realities of local and global environments, comprehensive internationalization provides a relevant means of engaging the student and society.⁷² He continues that “the use of technology in higher education has the capacity to make the world a virtual campus and blur the notion of a campus as being in a particular place and an institution as being only in a particular geographic location.... [thus providing] a non-campus-based frame of reference or context for internationalization.”⁷³ As stated by the 2008 NAFSA Task Force on Internationalization, “internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of

⁶⁸ John K. Hudzik, “Comprehensive Internationalization: From Concept to Action” (Washington, D.C.: NAFSA: Association of International Educators, 2011), 6. Hudzik is the past president and chair of the board of directors of National Association of Foreign Student Advisers (NAFSA) and past president of the Association of International Education Administrators. He currently serves as chair of the NAFSA Senior Fellows for Internationalization and is professor of criminal justice at Michigan State University, where for 15 years he was the dean of international studies and vice president for global engagement and strategic projects.

⁶⁹ John K. Hudzik, “Integrating Institutional Policies and Leadership for 21st Century Internationalization,” (Chestnut Hill: The Center for International Higher Education, 2015), 7.

⁷⁰ Ibid.

⁷¹ Ibid.

⁷² Ibid., 8.

⁷³ Ibid., 10.

postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships."⁷⁴

Comprehensive internationalization not only enhances the education of current students, but actively prepares them for the global context of life and work that they will engage with after graduation.⁷⁵ Beyond being beneficial for students and future alumni, Hudzik contends there are multi-faceted gains that comprehensive internationalization provides across the university setting. According to Hudzik:

The outcome expectations for internationalization have expanded beyond teaching and learning to also strengthen cross-border scholarship, research, and problem-solving service missions. The contemporary stakeholders of internationalization are diverse, each with particular outcome preferences (e.g., faculty for scholarship, career opportunities, and reputation; students and families for learning, jobs, and access to global opportunities; institutional leaders for access to funding and improved institutional reputation and capacity building; governments for workforce development and connections to the global marketplace).⁷⁶

The leadership and intentionality of embedding this effectively into the ethos of a university requires an approach that comes from both the top-down and bottom-up, not one way or the other.⁷⁷ As Hudzik explains, "if internationalization is seen to add another mission to the traditional three (teaching, scholarship, and service), it will be marginalized. If internationalization becomes integral to strengthening existing missions, it becomes much more sustainable."⁷⁸ Green writes, "many institutions do not see internationalization as integral to their identity or strategy.... Few institutions have an internationalization strategy...a gap exists between institutional rhetoric and reality."⁷⁹ For comprehensive internationalization to be effective for all higher education constituents, it must permeate institution-wide strategic plans and priorities, departmental goals, academic pedagogy, campus life, and donor relations.

There are four strategies, none of which are sufficient on their own, that need to be integrated and mutually enforcing for successful institutional internationalization. Hudzik identifies the four as "(a) effective change leadership, (b) a strong institutional culture for internationalization, (c) strategic

⁷⁴ Ibid., 10.

⁷⁵ Ibid., 8.

⁷⁶ Ibid., 5.

⁷⁷ Ibid., 6.

⁷⁸ Ibid., 7.

⁷⁹ Green, "Internationalization," 81-82.

inclusion, and (d) key administrative practices and policies.”⁸⁰ Regarding strategic inclusion, Hudzik describes that it

...incorporates internationalization into key institutional processes and decisions relating to missions and values, policy and budget planning, institutional branding and human resource management, and contributes to key moments of institutional change during leadership transitions, quality reviews, curricular revisions, and strategic planning. It is not that internationalization dominates decision making in these arenas, but rather that it becomes fully and consciously incorporated into them.⁸¹

Hudzik writes that “strategic and comprehensive internationalization is almost certain to require organizational change.” He continues, “yet, in most organizations the status quo and comfort of the familiar is a powerful narcotic inhibiting change. However, internationalization forces change in curricula, research foci, and inclinations toward forging partnerships abroad.”⁸² When explaining the practicalities of comprehensive internationalization, Hudzik clarifies that “there is no best model per se; rather, there are several valid models. The ‘best’ model for an institution is the one that fits its particular culture, capabilities, core values, and missions.”⁸³ Using Hudzik’s framework, project-based internationalization, therefore, becomes a compelling model to embed into higher educational curricula. The integration of comprehensive internationalization assures that the international components of this model move far beyond simply traveling to a different country. With comprehensive internationalization immersed into all aspects of the educational institution, project-based internationalization then also begins to support mission, vision, and values. This new model of learning becomes not just an option but a staple across academic disciplines and thus, the effectiveness of all academics is enhanced.

Suzie Boss: Project-Based Learning

Suzie Boss is an author and educational consultant that focuses her work on project-based learning, predominantly in the K-12 context. She is a member of the National Faculty of the Buck Institute for Education, working with domestic and international educators to implement project-based learning and its innovative strategies to both the traditional classroom and alternative education settings. Adderley et al developed the following definition for the project method, which still stands decades later:

(1) [projects] involve the solution of a problem; often, though not necessarily, set by the student himself [or herself];

⁸⁰ Hudzik, “Integrating Institutional Policies,” 6.

⁸¹ Ibid.

⁸² Ibid., 7.

⁸³ Ibid.

- (2) they involve initiative by the student or group of students, and necessitate a variety of educational activities;
- (3) they commonly result in an end product (e.g., thesis, report, design plans, computer programme and model);
- (4) work often goes on for a considerable length of time;
- (5) teaching staff are involved in an advisory, rather than authoritarian, role at any or all of the stages – initiation, conduct and conclusion.⁸⁴

As Helle et al. states, “although these principles characterize student projects in general, project-based learning in practice can assume a variety of forms depending upon the pedagogical, political or ethical reasons for its adoption.”⁸⁵ Boss’ work guides educational institutions on how to implement and embed project-based learning (PBL) across academic disciplines and empowers instructors with practical designs for their classroom.

Boss lays a foundation that “building the right culture for PBL requires ongoing effort and attention by both teachers and students. Instead of being hidden, a PBL culture needs to be openly constructed, reinforced, and celebrated.”⁸⁶ Boss emphasizes that PBL is meant for students to be integral in the process, from conception and design so they understand not only what they are learning, but the purpose of it.⁸⁷ In this method, teachers initiate and encourage inquiry as further questioning can offer inspiration for further projects.⁸⁸ Boss identifies that “the key [for the instructor] is to deliberately listen for what interests, inspires, or provokes students and then looks for connections to learning goals.”⁸⁹ In Boss’ research, the ideal is when students are co-designers and projects start with problems or challenges they identify to tackle and academic learning goals are then incorporated into the project design.⁹⁰ She continues that “authentic problems often connect to multiple content areas” and instructors should pursue “opportunities for interdisciplinary learning during project design.”⁹¹ When PBL is designed in a manner that has direct connection to real world problems, the impact of that education goes far beyond what the traditional classroom model can accomplish for both the student and society.

⁸⁴ Kenneth Adderly, *Project Methods in Higher Education* (London: Society for Research into Higher Education, 1975), 1.

⁸⁵ Helle, Tynjälä, and Olkinuora, “Project-Based Learning,” 288.

⁸⁶ Boss and Larmer, *Project Based Teaching*, 14.

⁸⁷ *Ibid.*, 17.

⁸⁸ *Ibid.*, 41.

⁸⁹ *Ibid.*

⁹⁰ *Ibid.*, 43.

⁹¹ *Ibid.*, 59.

With the ongoing advances of technology around the globe, the access to not only information, but other learners and experts, is actively developing new forms of learning communities. As Boss states, “today’s employers are looking for candidates who know how to work as a team, adapt to change, access, and analyze information, and think creatively to solve problems. The same skill set will prepare the next generation of citizens to tackle complex social and environmental problems, both locally and globally.”⁹² She continues:

By maximizing the use of digital tools to reach essential learning goals, teachers can overcome the boundaries and limitations of the traditional classroom. Some tools open new windows onto student thinking, setting the stage for more productive classroom conversations. Others facilitate the process of drafting and refining, removing obstacles to improvement. Still others allow for instant global connections, redefining the meaning of a learning community.⁹³

Even more interestingly, Boss points out that students who engage in PBL, even at young ages, “enroll in college at a rate that exceeds the national average but also stay in college longer.”⁹⁴ Within the last decade, Boss has expanded this method, hallmarks of which include:

Projects form the centerpiece of the curriculum – they are not an add-on or extra at the end of a ‘real’ unit of instruction. Students engage in real-world activities and practice the strategies used in authentic disciplines. Students work collaboratively – and sometimes globally – to solve problems that matter to them and to real-world audiences. In many cases, students are involved early in the project design, contributing their ideas at the problem-finding stage. Technology is integrated as a tool for discovery, collaboration, and communication, taking learners places they couldn’t otherwise go and helping teachers achieve essential learning goals in new ways. Increasingly, teachers collaborate to design and implement projects that cross geographic boundaries or even jump time zones.⁹⁵

Boss highlights that the embedding of digital-age projects into curriculum is in itself planning for change, which is often a significant challenge for educational institutions.⁹⁶ Another substantial component of PBL, according to Boss, is centered around assessment.

⁹² Suzie Boss and Jane Krauss, *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age* (Eugene: International Society for Technology in Education, 2014), 16.

⁹³ Ibid., 16.

⁹⁴ Ibid., 17.

⁹⁵ Ibid.

⁹⁶ Ibid., 35.

Boss explains that “in PBL, a key factor that makes the difference for student learning is a comprehensive approach to assessment.”⁹⁷ She promotes that both formative assessments occurring at regular intervals throughout the project and a summative assessment at the conclusion of the project are needed.⁹⁸ Boss continues that there are four strategies instructors can utilize to develop effective assessment: “be transparent about criteria for success, emphasize formative assessment, balance individual and team assessment, and encourage feedback from multiple sources.”⁹⁹ With many projects having students “apply the skills of professionals in a particular discipline,” Boss claims that, “it makes sense, then, to evaluate students’ work using the standards of these disciplines.”¹⁰⁰ As pointed out by Boss, “Linda Darling-Hammond (1994) made a case for more authentic assessment: The way we are going to get powerful teaching and learning is not through national tests. It’s through assessments that are developed by local communities, with teachers, parents, and community members involved.”¹⁰¹ Boss identifies the incorporation of regular student reflection activities throughout a project will encourage students to practice self-assessment. This in turn, guides them on identifying personal strengths and weaknesses and recognizes that they can continue to improve and grow in understanding.¹⁰² Perhaps the most significant component of PBL is not in the method itself, but in the outcomes it can lead to, which is often a more substantial and perpetual education, or commonly known as ‘deeper learning’ in the educational community.

For Boss, “better’ doesn’t mean higher scores on tests that assess memorization of content. Rather, it’s about students achieving deeper learning, being able to apply what they know or create something original and knowing how to adapt to the changes that the future will certainly bring.”¹⁰³ According to the National Research Council’s Committee on Defining Deeper Learning:

As a way to organize the various terms for 21st century skills and provide a starting point for further research as to their meaning and value, the committee identified three broad domains of competence – cognitive, intrapersonal, and interpersonal. The cognitive domain involves reasoning and memory; the intrapersonal domain involves the capacity to manage one’s behavior and emotions to achieve one’s goals (including learning goals); and the interpersonal domain involves expressing ideas and interpreting and responding to messages from others.... We define ‘deeper learning’ as the process through which an individual becomes capable of taking what

⁹⁷ Boss and Larmer, *Project Based Teaching*, 104.

⁹⁸ Ibid., 106.

⁹⁹ Ibid.

¹⁰⁰ Boss and Krauss, *Reinventing Project-Based Learning*, 111.

¹⁰¹ Ibid., 96.

¹⁰² Ibid., 114.

¹⁰³ Ibid., 224.

was learned in one situation and applying it to new situations (i.e., transfer). Through deeper learning (which often involves shared learning and interactions with others in a community), the individual develops expertise in a particular domain of knowledge or performance.¹⁰⁴

The committee recognized that “one curriculum model that incorporates several of the other methods described above is problem-based learning (PBL). [It] can engage learning in challenging tasks (problems) while providing guidance and feedback. They can encourage elaboration, questioning, and self-explanation and can prime motivation by presenting problems that are relevant and interesting to the learners.”¹⁰⁵ According to Boss’ research, “when students take on meaningful projects and share their work with authentic audiences, they find learning more relevant and school more engaging...develop problem-solving skills...[and are given] expanded opportunities to practice and hone 21st century skills, such as collaboration, effective communication, and critical thinking.”¹⁰⁶ With continuing technological advancement, Boss encourages practitioners to look for trends of deeper learning in PBL, including it being available anywhere and anytime due to cloud-based computing, personalized for heightened student engagement, the continued use of blended and online education, and maker spaces (reinvented workshops such as using 3-D printers).¹⁰⁷ In this mode of learning, students are collaborating on projects with people from different parts of the country or globe, many of which are from different backgrounds than their own, and would likely not have the opportunity to meet otherwise.¹⁰⁸ Although actively focused on K-12 education, the methods and outcomes for PBL that Boss distinguishes are completely transferrable to the field of higher education and advance the learning of postsecondary students. The tenets that define PBL can be incorporated into any academic discipline of higher education, and arguably, could be more effective for both the student development and global partnerships than with K-12. The added value of age, life experiences, continued vocational clarity, and academic focus allows for a robust investment into any given project. As opposed to theoretical assignments, students are interacting with real communities, individuals, and area-specific problems that require collaborative and innovative solutions. When students are invited into developing a solution and providing a tangible outcome that they know is influencing reality, the knowledge in a textbook shifts from stagnant to dynamic. It is this type of

¹⁰⁴ National Research Council, US Committee on Defining Deeper Learning, *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century* (Washington D.C.: The National Academies Press, 2012), 3, 5.

¹⁰⁵ Ibid., 166.

¹⁰⁶ Kay Burke and James Bellanca, *Deeper Learning: Beyond 21st Century Skills* (Bloomington: Solution Tree, 2014), 112.

¹⁰⁷ Ibid., 121.

¹⁰⁸ Ibid., 126.

education that shapes skillsets, competencies, and develops the student into a global citizen and desired employee.

SECTION 3: SYNTHESIS AND CONCLUSION

Project-based internationalization is the deliberate integration of intercultural and global components into faculty-guided projects in which students engage in solution-based strategies to real world problems. The literature and scholarship that were examined in this paper provided valuable insight into the capacity of positive impact that project-based internationalization has on a student, a higher educational institution, and local and global communities. The value added is not just for individual growth but provides tangible results towards the common good as real-world problems are engaged with and solutions uncovered. The potential for influence on a student's academic and vocational development is a driving factor into the necessity of embedding this form of education across all academic disciplines. Employers are increasingly seeking graduates that have demonstrated cross-cultural skills and experience in collaborative and global environments. Even more so since COVID, the worldwide implications of this pandemic across multiple business sectors have proved the necessity of graduates entering the workforce to demonstrate transferable skills surrounding technology, intercultural communication, critical-thinking, and problem-solving ingenuity. The literature expressed how valuable experiential learning, immersive comprehensive internationalization, and project-based learning is to the formation and retention of knowledge. By inviting the student into the identification and development of solutions to global challenges that are impacting real individuals and communities, the learning bears a substantiated weight that would not otherwise be present in hypothetical assignments.

Through embedding project-based internationalization into academic curriculum, the university will transform a theoretical education into an active learning model with exponential benefits. For the Christian higher education institution, embedding project-based internationalization across academic disciplines allows for students to personify their faith as they engage with others in meaningful ways, meet both felt and spiritual needs, and allow their education to be used for the common good of local and global communities in real-time. The institutional benefits include the diversification of partnerships, expanded funding opportunities, enhancement of academic disciplines, boosted avenues of assessment, and institutional-wide cohesiveness of mission and vision. These results seen individually and collectively drive positive recruitment, enrollment, and retention rates. The biblical texts and academic literature explored throughout this paper continually point towards the value of this mode of education for the individual and collective.

For further development of project-based internationalization, there are several ongoing tensions that require skillful navigation towards clarity. The first is the necessity of consistent terminology used. For many higher education institutions, Christian or otherwise, terminology can vary between academic disciplines, across the institution, and with global partners. The establishment of clear terminology will mitigate intercultural communication collapse and frustrations between and among students, faculty, and the project partners. An institution that embeds this model will need to communicate and reinforce consistent terminology in order to see significant progress made towards the end goal. Another tension is developing partnerships that are mutually beneficial and

edifying to limit unintentional harm towards an individual or community throughout the project duration and beyond. There will be a natural tendency for the partner that is from the developed world or holds greater economic stability to be viewed as having more to provide to the relationship. As seen throughout scripture, all are made in the image of God and from that foundation, all involved have something valuable to contribute. It will require intentional effort on the part of the dominant partner to continually invite voices to be heard and engaged in order for true partnership and solutions for the common good to develop.

Perhaps the most challenging pressure point with the embedding of project-based internationalization in a Christian higher education institution is the investment and support of faculty and administration. As Hudzik states, "in most organizations the status quo and comfort of the familiar is a powerful narcotic inhibiting change."¹⁰⁹ Without faculty across all disciplines willing to embed this innovative method into existing curricula or resourcing and communication support from administration, the widespread gains of project-based internationalization for all parties will be curtailed. There are often many competing interests vying for finite resources of finances, administrative sponsorship, and staffing; without the internationalization components being truly comprehensive across the institution, this mode of education will be viewed as just another competing program rather than a worthwhile investment for the whole. Lastly, the reality that this method works with actual individuals and communities across the globe brings with it anticipated challenges from inadequate cross-cultural communication, limited access to resourcing or sustainability from one or both partners, and the complexity of relationships. Within this model, adaptability will be a prominent quality that needs to be built into the project framework and actively developed as a skillset for the students. There will be few projects that conclude in the exact same manner as expected or follow the anticipated trajectory that was held at its commencement.

Project-based internationalization does not have a wide breadth of scholarship or literature dedicated to it at this time. While there are several models and theories that are in the same vein of experiential learning, there is little that is specifically focused on the project-based internationalization education model. For further examination to take place, additional research and literature is needed on the topics of project-based learning in higher education, project-based internationalization on its own, and research-based evidence of outcomes of this model. Additionally, proven data of outcomes and assessments of the benefits for the global partner, higher education institution, academic discipline, and student would further solidify the advantages of this model. While the anecdotes of participants would contribute towards the growth and advancement of embedding project-based internationalization, more substantiated data is essential. Lastly, the realities of higher education in a post-COVID context will need to be continually monitored and assessed in the next several years. Modes of learning and global engagement have shifted in significant ways over the course of the 2020-2021 academic year, and to think that education could simply 'go back to normal' is to deny the certainties that individuals and communities will navigate

¹⁰⁹ Hudzik, "Integrating Institutional Policies," 7.

education, work, and daily life differently than before. Regardless of the tensions, the literature and scholarship examined spans across decades that held their own global challenges, and through it all, experiential learning remains as a valuable model of enhanced education. Through embedding project-based internationalization across academic disciplines in Christian higher education, the quality of learning is assured to improve and significant impacts on the common good across local and global communities will be made.

Appendix C

Milestone 3:

Design Workshop Report

INTRODUCTION

Inequitable access to global education has long excluded populations of students that are unable to participate in models that require travel from the home institution. From learning accommodations often not provided abroad, to financial restrictions, to fear of revealing immigration status by obtaining appropriate documentation, educational models that require travel limit student populations from engaging in transformational global learning. The design workshop and corresponding individual interviews reviewed insights from the discovery workshop and then focused on the practical implementation of the NPO. Specifically, conversations surrounded the barriers for current higher education students participating in traditional models of experiential and cross-cultural education including some of those listed above. Along with realized and changing implications on mobilization efforts that institutions are facing from COVID, an alternative model of embedding project-based internationalization into existing coursework that has no travel requirement is providing an opportunity for students and faculty to engage with the global community while addressing real-world needs. Regardless of project scope or academic discipline, this report will provide three ideas that could address this NPO in such a way that benefits the student, families, faculty, and the higher education institution.

NPO STATEMENT

Considering inequitable access to global education for university students, we have discovered embedding project-based internationalization provides a platform for high-impact education that is available for all. If implemented, the students, faculty and the institution at large would demonstrate substantive and diversified benefits.

NPO SCOPE AND CONSTRAINTS

The scope of this project will focus on providing a tangible guide for faculty and administrators at faith-based higher education institutions to embed project-based internationalization into existing curriculum across academic disciplines. The project will include identification of project and partnerships, sample curriculum, suggested replicable and scalable models, and universal elements to project-based internationalization including cultural competency assessment. With an emphasis on providing equitable educational programming, the fiscal model will be minimal with any investment encouraged to come from the university budget. The full extent and boundaries will be gauged and vary based on prototype.

NPO CONTEXT

The NPO context is within faith-based higher education institutions throughout the United States that educate undergraduate and graduate students. While the NPO is applicable to all institutions, those with delegations of Majority-Minority Serving Institute (MSI) and/or Hispanic Serving Institute (HSI) may see increased benefits in equitable educational offerings. The student population will consist primarily of those 18-24 with some being older/younger, all of which have various ethnic, social, socio-economic, and denominational identities. The faculty participants range from mid-30s to late-70s, have various ethnic, social, socio-economic, and denominational identities and hold an

earned master or doctoral level degree. Course sizes ideal for this NPO would range from 10-20 individuals. Partner institutions or organizations will vary in size, location, and scope of work based on the given project.

ROOT CAUSES

The root cause for this NPO distills down to inequitable access to global education opportunities for university students. Factors that contribute towards this end are varying familial and economic systems, financial models, lack of accessible educational accommodations when not at the home institution, student ability to travel or obtain proper documentation to travel, and mobility restrictions at the institution, state, federal, or international government levels. Most recently, COVID has added layers of liability to the university regarding participant health and safety. Faculty, students, and families are exhibiting heightened caution in mobilizing students through traditional experiential and global education models such as study abroad or overseas internships. With an increased emphasis on project-based learning models in K-12 education, institutions are accepting a generation of students that anticipate their university coursework to engage, develop, and integrate with projects that address the common good.

THREE BIG IDEAS

The three big ideas to address the NPO are the development of a comprehensive curriculum, the creation of a family guide in Spanish that provides an understanding of engaging in international education, and the development of pre- and post-program assessment tools that can be implemented at course, department, and university levels.

DEFINITION OF 'DONE'

Institutions will have sustainable partnerships across academic disciplines that offer students programming that encourages experiential and cross-cultural learning applied in and out of the classroom.

3 CONCEPT PITCHES

BIG IDEA ONE: CURRICULUM

Develop a customizable and scalable curriculum for institutions. Elements include cross-cultural competencies, collaborative working strategies, tools for defining success, project scope guide, and communication plans. The intended audience would be higher education institutions with faculty desiring to move course content from theoretical to practical. This would meet the need for equitable access to international and experiential education which would remove common barriers to participation in traditional models. The institution would benefit by having student learning outcomes integrate with real-world needs, resulting in improved academic and career development, sustainable programming, and expanded reach. The curriculum would provide faculty with options from one-day to full semester projects that can be implemented regardless of academic discipline. The inherent risks with curriculum effectiveness are lack of faculty engagement, low student participation, institutional barriers, and the inability to secure reliable partnerships.

The curriculum will specifically be assessing if programming that does not require travel is as effective in student cross-cultural learning as traditional methods. To measure success, post-assessment results and students' demonstration of cross-cultural learning will be compared to traditional models and analyzed. Higher education historically has a stronger emphasis in experiential and cross-cultural learning that require students to leave their home campus for a given period. This approach removes common barriers with travel, making it a more equitable and accessible education model. Additionally, embedding real-world projects into coursework allows an assignment to develop into an example of career preparation.

BIG IDEA TWO: FAMILY GUIDE

Create a guide translated into Spanish that provides families with a robust understanding of the benefits for their student to engage in international and experiential education. This guide would be intended for families whom Spanish is the first language spoken at home and/or have a student who is a first-generation student. The family guide would be an opportunity to close the existing understanding gap between a student, their family, and the institution surrounding the advantages of experiential education participation. The guide would provide students with a tangible tool to communicate with their families through a product that was written specifically with their cultural and language needs in mind. This approach engages the family that may be unintentionally excluded in their students' education due to a language barrier. Some risks with this guide being ineffective include improper translation, using terminology that is not commonly used in the Spanish language, and low utilization of the tool by student participants.

This family guide will be measuring whether student participation rates in experiential and cross-cultural education opportunities increase as families whose primary language is Spanish are provided with literature that assist in the understanding of said program and its potential impact on their students' academic and vocational growth. To verify the success of the family guide, institutional data of baseline student participation rate by ethnicity will need to be utilized and compared to post-program. Additionally, quantifiable data of printed materials distributed, or web-based materials downloaded can indicate utilization rates. This approach intentionally translates materials into Spanish rather than relying on students or online translation services to do so. Traditionally, translation is only provided for large-scale in-person events.

BIG IDEA THREE: ASSESSMENTS

Develop pre- and post-assessment tools that can be utilized by institutions of all sizes. The assessments would be intended for faculty and administration to determine project feasibility and effectiveness. This concept would address the problems for those institutions without inherent experience or knowledge in project-based learning methods by providing a starting point for program development and assessment. In addition to a comprehensive program evaluation, the institution would be able to assess project feasibility, alignment with university strategic priorities, partnership identification, and students learning outcomes prior to launch. While post-assessments are common, this approach will have equal emphasis on pre-assessments that will guide faculty and administration as to which model may work most effectively for their population. Not implemented

correctly, these assessments may provide skewed or biased results which could result in erroneous reporting at both ends of a program.

These assessments would specifically be testing if institutions would incorporate more equitable and accessible experiential and cross-cultural education models by having assessment tools than if not. Success of these assessments would include increased embedded project-based internationalization programming, improved post-program assessment of student learning outcomes, and accessible methods of education being identified by the institution. Heavy emphasis in higher education is given to student-focused post-assessment results, whereas this approach gives equal focus to pre-assessments for the institution at large in order to mitigate unnecessary loss and organizational drift.

DESIGN WORKSHOP STAKEHOLDERS

The roles of the design workshop stakeholders:

- University faculty member, natural science
- University staff member, global education
- University staff member, student engagement
- University student, communication major
- University student, psychology major
- University student, student government association president
- Graduate student, bilingual immersive teaching program

ONE-ON-ONE INTERVIEWS

The roles of the one-on-one interviews:

- Associate Dean of Student Success, private four-year university, MSI/HSI designations
- Associate Director of Disability Services, large state university
- Chief Academic Officer, County Department of Education

ANNOTATED BIBLIOGRAPHY

Bacote, Vincent. *The Political Disciple: A Theology of Public Life*, (Grand Rapids: Zondervan, 2015).

Dr. Bacote is a professor of theology and the director of the Center for Applied Christian Ethics at Wheaton College. He has extensive education in urban ministry and theology, contributing to several books on correlating topics over the years. *The Political Disciple* addresses the importance of Christ followers to engage in both political and public life and examines the appropriate contexts for those. With an ultimate loyalty to Christ, Bacote delves into tensions faced when attempting to reflect Christ in the areas of politics and public life, especially when addressing areas of social change. This book, classified under the umbrella of Theological Studies, will provide a valuable context for how to develop projects that address real-world issues and provide additional guidance for navigating inevitable tensions between theology and politics/public life.

Hoffman, M. S., "Christian Vision in Academe." *Theology Today* (Ephrata, Pa., 1984), 41(2), 188-191. <https://doi.org/10.1177/004057368404100208>.

This article from *Theology Today* examines the important need to understand the differences in religion and academics, while also emphasizing the need for the integration of the two. An article aimed at other academic professionals, Hoffman delves into the reality that true religion requires individuals to be fully human, engaging in all human endeavors. Sister Marie Susanne Hoffman was Chaplain of the Catholic Campus Parish at the University of Rochester. She received a master's degree in American History from Notre Dame University and subsequent master's degree in theology at St. Bernard's Institute of Colgate Rochester Divinity School-Bexley Hall-Crozer Theological Seminary. Hoffman's work correlates to the NPO in its encouragement that through having students face present issues within the academic realm, their faith is being impacted and developed.

Naviri, Sinta, Sumaryanti, and Paryadi. "Explanatory Learning Research: Problem-Based Learning or Project-Based Learning?" (*Acta Facultatis Educationis Fisicae Universitatis Comenianae* 61, no. 1, 2021): 107-21.

This article examines problem- and project-based learning as it relates to its impact on physical education learning. The research provides valuable lessons learned for each model presented surrounding this specific academic discipline which can be applied towards others. Their conclusion suggests problem-based learning has more significant developmental outcomes for student participants than project-based. All of the authors are from Indonesia, two of which are faculty from sports science and teacher education, along with one sports science postgraduate student. This article was published earlier this year with data collection between 2015-2020. The result of their research is therefore highly contextualized for today's societal and global context.

Wiek, Arnim, Angela Xiong, Katja Brundiers, and Sander Van Der Leeuw. "Integrating Problem- and Project-Based Learning into Sustainability Programs – A Case Study on the School of Sustainability at Arizona State University." (*International Journal of Sustainability in Higher Education* 15, no. 4, 2014): 431-49.

This peer reviewed article is a case study from Arizona State University's School of Sustainability, specifically examining the infrastructure needed to support project-based learning initiatives. This article has direct application to this NPO as it addresses similar components including administrative support, project and partner identification, assessment, and sustainability after initial launch. Additionally, the case study provides further research- and evidence-based data for the effectiveness of project-based learning that is addressed in this NPO. Each of the authors has a personal connection to ASU's School of Sustainability including alumni, faculty, and prior administrators. Between the four authors, there is a breadth of global education experience which provides a full context for which to assess the problem- and project-based learning methodologies they are examining.

DESIGN WORKSHOP APPENDICES

DESIGN WORKSHOP DESCRIPTION

The Design Workshop was held in person on October 28, 2021, at Vanguard University of Southern California. The participants represented current undergraduate students, university faculty and staff, and recent university alumni. Participants ranged in ages from early-20s to mid-50s, were a mixture of Caucasian, Hispanic, and Native American, two being bilingual with Spanish as their primary language. All participants were U.S. citizens, with one having received citizenship in the recent past. As the facilitator, I opened the workshop by providing ground rules and brief introductions of each participant. Over the course of the time together, the participants engaged in activities surrounding the NPO and potential solutions.

The workshop being held in person allowed for real-time brainstorming, conversation, and increased engagement. After each activity, I was able to facilitate conversation to drive clarity and at the end of our time, create a document that provides a summary of activities, key insights, and possibilities of ideas to prototype. Photos were taken of all activities and transcribed for record keeping. Participants were able to share additional areas that will need clarification or attention as I move forward in this process. Upon the completion of the design workshop, I summarized the activities and insights into a conscience document and sent that to each participant to review via email to allow an opportunity to provide clarification or correction as well as add additional insights they may have had.

DESIGN WORKSHOP DOCUMENTATION

Components/Characteristics	Challenges	Characters
<ul style="list-style-type: none"> • Commitments-verbal/physical • Networking • Stepping into a new environment • Monetary management • Team size – min/max • Training • Learning objectives • Itinerary • Well-structured plan • Organizations • Communication • Payment processing • Student communication – deadlines, paperwork • Curriculum/coursework • Lodging • Transportation • Meals 	<ul style="list-style-type: none"> • Negative experiences • Having enough people to make it come together behind the scenes • Cultural competency • No computer or reliable Wi-Fi • Having enough students • Team size – min/max • Schedule • Lack of willing participants • Physical accessibility • COVID • Changing leadership • Effective communication – 	<ul style="list-style-type: none"> • Counseling department – for post/ongoing debrief • Scholarship organizations • Donors • Financial sponsors • Travel agencies • Faculty • Provost • Locals from corresponding communities • Host organization/university • Ministries • Department Chairs/Administration • Risk Management

<ul style="list-style-type: none"> • Site visits • Visas/passports • Technology 	<p>how to disseminate information</p> <ul style="list-style-type: none"> • Visa/Passport needs • Dietary restrictions/allergies • Lack of interest • Cost • Mental health • Financial aid • Language barriers • Language accessibility for low-income, first-generation students • Travel anxiety • Students having responsibility to financially support their family and cannot spend semester elsewhere • Have to live off savings if away from work; not being able to work • Vaccination requirements • Family understanding of long-term benefits • Separation anxiety 	<ul style="list-style-type: none"> • Office of Accounting Operations (AR) • Benefactors • Host families • Internship site organization • Staff • Parents/families of participants • Registrar's Office (if unit bearing)
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Obstacles for Faculty/Staff:

- Lack of experience/knowledge (5 votes)
- Have too much to do for their regular jobs – no margin (5 votes)
- Time commitment (3 votes)
- Family needs at home (3 votes)
- No training for faculty or students (2 votes)
- Grading/internet adoption (1 vote)
- Keeping students focused on their task
- Hard time shifting to a new teaching model
- Teaching on other cultures
- If student learns or not
- Fear

Challenges for Students:

- Financial burden (5 votes)

- Family support (4 votes)
- Time commitment – already too busy (2 votes)
- Language barriers (2 votes)
- Learning abilities – lack of access to disability services (2 votes)
- Communication or lack of (1 vote)
- Differing beliefs about religion/education between families and students (1 vote)
- Fear (1 vote)
- Not having an open mind – distance in knowledge among families (1 vote)
- Social anxiety (1 vote)
- Shy students
- Health issues
- Students count themselves out before even applying – need encouragement
- Lack of information/advertising
- Trusting university
- Information accessible to families (in native language)

Obstacles for Universities:

- Liability (5 votes)
- Not having open channels of communication (4 votes)
- Knowing partner schools/organizations (4 votes)
- Legal mishaps (3 votes)
- Finding/providing affordable project options (3 votes)
- Waste of resources if project fails (1 vote)
- Paying for staff/faculty costs (1 vote)

Definition of Done:

- Learn empathy and understanding of other cultures
- Student ability to recite/explain/interpret experiences
- Students reflect and apply learning
- Experiences student have by graduation – ‘resume’
- Real world application in job opportunities for students
- Making valuable connections
- Sustainable relationships with partner organizations
- Essays/Exams
- Final grade
- Experiential learning applied in the classroom
- Student reflections – look for key words
- Students learn from it
- When next project becomes student led
- Training
- Evaluation for both parties

- When students utilize knowledge and practices
- Cultural awareness
- Growing, healthy program
- Program evaluation (survey/assessment)
- Debrief activities/meetings
- Graded goal
- Communication
- Failures learned from
- Specific goal

NFU:

IDEA	NEW	USEFUL	FEASIBLE
Blueprint – “how to” guide	1	10	8
Family Guide – bilingual/cultural implications	8	10: minority 1: non-min. 7: university	9
Student Training	1	10	10
Assessment Tools – pre and post	8: pre 1: post	9	7
University Plan – offices, flow sheet, resources	3	10	2
Curriculum	9	10	10
What Not to Do – Book/Resource Guide	8	7	7

ONE-PAGE POST-WORKSHOP MESSAGE TO STAKEHOLDERS

Dear _____,

Thank you for taking the time to connect last week and speak about what will be such a significant part of my doctoral journey.

I have summarized our time together in a central document (attached). If you would like to review it or have any additional thoughts, feedback, or questions, feel free to let me or email any response directly to me.

I appreciate your time, your insights, and your participation in the design workshop more than you know.

Have a wonderful week!

Need/Problem/Opportunity Summary: Considering inequitable access to global education for university students, we have discovered embedding project-based internationalization provides a platform for high-impact education that is available for all. If implemented, the students, faculty and the institution at large would demonstrate substantive and diversified benefits.

Three Big Ideas:

- **Curriculum:** Develop a comprehensive curriculum that can be customized and scalable for any staff/faculty to utilize with their given student population. Curriculum to include cross-cultural competencies, collaborative working strategies for international/intercultural peers, and tools for definition of success, project scope/responsibilities, and communication plans.
- **Family Guide:** Create a guide translated into Spanish that provides a robust understanding of the benefits of engaging in international and experiential education. Contents would include specific cultural considerations, navigating family dynamics, pre- and post-educational impacts, and vocational benefits for the student.
- **Assessment Tools:** Develop pre- and post-assessment tools that can be utilized by faculty and administration to determine project feasibility, alignment with university strategic priorities, partnership identification, student learning outcomes, comprehensive program evaluation, and accreditation alignment.

Definition of Done:

Evidence of embedded project-based internationalization include:

- Specific project identification and goals are agreed upon by both parties and evaluated throughout the designated time.
- Sustainable relationships with partner organizations as evidenced by mutual accomplishment of stated goals, desire for continued and/or expanded working relationship.
- Student learning assessments for both parties executed and analyzed through essays, exams, grades, reflection assignments, identification of failures learned from, and cross-cultural learnings.
- Replicable and scalable training and debrief curriculum is developed and executed.
- Students have education résumé demonstrating experiential and cross-cultural learning applied both in and out of the classroom.

Benchmarks of Success:

- Student ability to recite/explain/interpret experiences in written and oral formats, including application towards future employment opportunities.
- Growth in cultural awareness and cross-cultural competencies.
- Project-based program is healthy and growing for both parties involved.
- Subsequent projects are student initiated and led.

Additional Key Insights:

- Logistical needs to consider: Internet accessibility/reliability, central learning platform accessible for both parties, media and technology needs, tools to navigate language barriers.

Areas of Further Research:

- What established curriculum is currently being utilized in the field.
- Best practices for multi-language communication strategies.

ONE-ON-ONE INTERVIEWS DOCUMENTATION

Associate Director of Disability Services | November 1, 2021

Current barriers with traditional models of experiential education:

- Disability Services are not widely accessible overseas.
- Accommodations do not always translate or available when traveling.
- Physical limitations for students – stairs, uneven roads, excursion requirements, fast paced, differing terrain, transportation barriers.
- Learning challenges cannot all be accommodated in an unfamiliar environment.
- Significant mental health triggers during travel or new experiences.
- Re: Faculty – lack of classes being built accessible (extra time for assignments, etc.).
- Lack of accountability for students (i.e., too much independence) can be problematic for some students with accommodations.
- Timing of assignments/tasks (places to see, things to do) can be too fast for a student with accommodations to be successful.
- Students with accommodations often need coursework to be broken up into smaller pieces in order to be successful. That is not common practice for traditional methods.
- Room and Board: Accessible lodging, meal accommodations, mobility access limited in some locations.

Three Big Ideas:

- Assessment tools most needed of the three.
- Assessment is often a barrier for students within disability services. How is the student being assessed? What student learning outcome is having to be achieved and how can the approach adjust or change for the student to meet that successfully?
- Utilizing different assessment methods can even the playing field.
- Requires interactive dialogue with faculty members.
- Add training components for faculty – room for accommodations, arrive at assessment in a different way.

Family Guide:

- State schools have a better understanding of what it means to be a global citizen than private schools.
- Add the benefits for a student with a disability, explain why PBI is a good alternative and accessible program.
- Pro: Involving minority people groups (not catering to able bodied, social economic statuses, etc.).

Curriculum:

- Disability Services does not have authority to change curriculum set.
- Fundamental alternation of curriculum – DS can only help with the method of students achieving intended outcomes, but not the curriculum itself.

Definition of Done:

- Expand definition of assessment to include interviews, projects, portfolios.

Benchmarks of Success:

- What does healthy/growing look like? Need more explanation.
- Additional markers could include enrollment growth, grade averages.

Key Insights:

- Web accessibility: LMS is accessible to screen readers, extending time, etc.

Areas of Further Insight:

- Web accessibility – what is being used? What are the barriers to that system? Look into LMS, email, and streaming platforms.
- Students whose second language is English work at a slower pace – don't overload assignments and tasks.
- Focus on a targeted curriculum that is more meaningful rather than a multi-faceted program to ensure accessibility for all.
- Faculty need to be willing to be flexible, understanding accessibility needs, language needs.
- While not everyone has access to travel, everyone does have access to people.

Associate Dean of Student Success | November 2, 2021

Current barriers with traditional models of experiential education:

- COVID – lack of travel, vaccination requirements differ by country.
- Many with HSI/First Generation are already stretching to make college happen for their students. Participating in something 'extra' is not worth value added. "If we can't afford the cake, how do we afford the cherry on top?"
- Time limitations with work and family obligations.
- Lack of student preparation or knowledge of how to navigate processes and new experiences.
- Financial limitations – pricing often not included in tuition.
- Lack of a pathway or emphasis from university if not a strategic priority for university.
- Fear – students, parents (higher with families with fear of deportation).

Three Ideas:

- Each applies to everyone differently and will speak differently to different groups of people.
- Curriculum most effective – if you don't have it in place, you don't have a program to promote to families or assess.
- Family guide and assessment tools can be accomplished in other ways.

Definition of Done:

- How do you make it fun and engaging for the students as a retention strategy?
- Include a virtual ceremony at the end or have edited group pictures together.
- What is the evidenced-backed, long-term effectiveness?
- How do you foster connection and relationship among participants to have engaged alumni?

Benchmarks of Success:

- Expand the definition of healthy/growing – reputation, people want to be involved.
- Add presentation at end – symposium with key deliverables?
- Cultural awareness: How will you assess? Journaling? Reflection? How are you approaching this vs how the other school/partner is? Collectivistic culture differs in their approach?
- Healthy/Growing and Student-Initiated benchmarks are subjective and ideal but hard to define and assess.

Further Insights:

- How to navigate challenges/problems throughout in order to guide students and faculty towards the end goal.
- Importance/emphasis difference of the project or topic between two parties/countries (i.e.: Country 1 science is life, country 2 it's part of education but not life). Differing values may produce unnecessary conflict.

- Media/technology – need clear statements for accessibility.
- Could incentives be added into programs for more developing countries? Is there a tangible benefit for the student, school, or local community (i.e.: laptop) for participation?
- Is travel more/less important to believers? Appears there is less emphasis on travel and global citizenship than with public schools.

Chief Education Officer | November 5, 2021

Project-Based Learning in K12 Education:

- PBL is utilized predominantly in grades 1-12.
- Example: National History Day. Students in all grades do age-appropriate history projects with original research and resources. They present and compete at district, county, state, and national levels.
- Benefits go far beyond the classroom and are applicable in every subject area.
- Embedding PBL in coursework is increasingly common in K-12 education.
- Increasing orientation towards authentic assessment, real-world action, including service learning and civic engagement.
- California has a state seal for civic engagement in which students complete a project oriented towards civics (service, political engagement, bring about change through testimony at city council meetings) and receive their high school diploma with that state seal on it.
- The outward focus of PBL parallels the PBI and has opportunities to be embedded in courses and state recognition.

Benefits of PBI:

- Accessible to more students.
- Develops a larger pipeline of students that are able to access international education and may be more interested in expanding to more traditional models of study abroad or overseas volunteer/outreach programs.
- Contributes toward avoiding the 'white savior' complex.
- Examples: KIVA and Sunburst Youth Challenge Academy.
 - Students are in a boot-camp-style program, living on-base with a physical regimen requirement.
 - Teachers from the district teach the courses on-base for students.
 - Students choose a profile to advocate for on KIVA, develop a slide deck and present the case for a loan. Judges score and the top 3-4 presentations get a fund loan request.

Three Big Ideas:

- Of the 3, the curriculum will be the most valuable to pursue.
- The challenge will be not to make it too comprehensive that it feels unrealistic or overwhelming to a faculty member to try.
- Consider providing a menu of options from a one-day project to a project that is embedded across the entire semester.
- Highlight the common universal elements regardless of scope and time (1-2 pages).
- Faculty training/facilitation: Provide a downhill innovation model for faculty using existing connections.
- Can make more modest versions of hyflex training modules.
- Similar to hyflex training – can make more modest.
- PBI will not take a lot of convincing for families to understand the value, especially when the barriers of finances and travel are removed. It's an easy sell.

Areas of Further Insight:

- Look into KIVA, Girl Rising programs.
- Consider Assemblies of God relationships and incorporation of PBI into their virtual short-term mission programs.
- Research other faith-based institutions to identify who is doing PBI and what exists.

Appendix D

Milestone 4:

Design Research Report

INTRODUCTION

Over the course of the semester, I have developed a prototype to address my NPO centered on the concept of project-based internationalization. This document will provide further details surrounding the concept, prototype, and feedback received from various stakeholders associated with higher education institutions. Additionally, I will focus on areas of further research as I continue to develop the prototype into a final product over the course of this coming year.

PROTOTYPE SUMMARY AND FINDINGS

The prototype I developed combines two of the three ideas that developed from the Design Exploration Plan during the previous semester. While each could stand on their own, I see tremendous value in the blend of the two and its collective impact for future project-based internationalization projects across academic institutions. From the initial feedback from stakeholders, I feel confident in the direction that I took this prototype and its usefulness as it moves towards completion.

PROTOTYPE DESCRIPTION

The concept I have developed is a comprehensive guidebook and set of assessment tools that can be utilized by higher education institutions to design and implement project-based internationalization programming, providing an equitable, high-impact education practice for all students. Project-based Internationalization (PBI) is the deliberate integration of intercultural and global components into faculty-guided projects in which students engage in solution-based strategies to real world problems. Designed to be inter- and cross-disciplinary in nature, students and faculty across all academic disciplines can engage in leveraging their curriculum to meet several academic and institutional goals through one project. These projects are discipline-specific and provide equitable access for all students to engage in real-time global relationships, expand their cross-cultural skillsets, and develop solutions to current problems others are facing. This high-impact practice is no longer only reserved for those participating in traditional methods of international education such as study abroad but leverages the globalized world and technology to combine any academic discipline with experiential education. The prototype document provides foundational information, models for project-based internationalization that range in size and length, and assessment tools that can be utilized pre- and post-program development. The guidebook offers opportunities that are scalable and customizable for institutions to tailor projects to their specific mission, student population, faculty expertise, global partners, and budgetary needs.

This method offers high-impact transformational education to all students while allowing them to make forward progress towards their degree, expand their professional competencies, and require minimal changes to their existing time and financial commitments. Faculty can utilize these projects for their individual and academic department growth, including student retention, showcasing projects in their promotion and tenure process, and leveraging for student recruitment efforts. Regardless of the specific academic institution mission, PBI provides an avenue for significant progress towards student- and institutional-learning outcomes to be made with minimal risk and liability concerns.

Examples of PBI would include discovering solutions to an existing solar-powered hot water heater that is not meeting a desired need in the Philippines; providing targeted training for teachers with limited access to professional development in Vietnam; developing anti-human trafficking curriculum materials that can be translated for those working on the frontlines of the refugee crisis in Greece; creating lesson plans for teachers to utilize the following year at their rural school in Fiji; developing finished media products (website, video, media) for an Arkansas-based nonprofit to launch in real time; the creation of business plans for entrepreneurs with no access to formal education in Tanzania; testing the effectiveness of different crops utilizing hydroponics in Puerto Rico; or developing an affordable wheelchair utilizing local materials to increase mobility for those experiencing physical disabilities without access to basic care. The size and scope of projects can vary depending upon capacities, existing partnerships and needs, and the limitations of the specific institution. Regardless of the project, stakeholders across institutions will benefit from the incorporation and embedding of project-based internationalization into curriculum across all academic disciplines.

NPO STATEMENT

Considering inequitable access to global education for university students, we have discovered embedding project-based internationalization provides a platform for high-impact education that is equitable and accessible for all. If implemented, the students, faculty and the institution at large would demonstrate substantive and diversified benefits.

RESEARCH QUESTION

The primary question that I sought to answer with this prototype was: What curricular and assessment components would be most beneficial for higher education professionals to utilize across academic disciplines when incorporating project-based internationalization into existing courses? Throughout the process, additional questions emerged which will be addressed in the research essay.

ASSESSMENT BENCHMARKS

The assessment benchmarks of this prototype are:

- Educators can identify at least one model of project-based internationalization that could be incorporated into their existing curriculum.
- University administrators, faculty, and/or staff can articulate at least three ways in which project-based internationalization would increase equitable access to high-impact education for their students.
- International partners (international education, mission/nonprofit organizations) can identify at least one project that could benefit from a partnership of this nature.

PARTICIPANT DESCRIPTION

The participants that I sought to provide feedback on this prototype included students, faculty, and staff from higher education institutions as well as professionals from partner programs that work in the realm of international education. Those from partner programs represent study abroad program providers, international missionaries, and nonprofit organizations, both domestic and international.

The identifying information for those that participated ranged in age, socioeconomic status, educational levels, and ethnicity. I collected feedback via an online form from six (6) individuals, requesting each to review the prototype document and respond to questions of the content's perceived value, identify any components missing, and highlight any areas that need further explanation. The prototype document and full results of the feedback collected can be found in Appendices A-F.

LEARNING SUMMARY

The Design Research process provided me with valuable learnings that I would not have come to have had I completed the process on my own. With the input on the prototype from stakeholders and additional areas of research, I can distill what currently works, needs improvement, and is important to participants. As hoped for, there are several components of this prototype that resonate with the stakeholders beginning with the scalability and replicability of the educational program proposed. The tiered model allows for the greatest level of flexibility for faculty and institutions to enter the process of developing PBI projects where they feel comfortable given the individualized constraints and skillsets. The guidebook helps in the process from beginning to end for those that lack time, resources, or expertise to design and implement such projects on their own. PBI offers a model that is approachable, inclusive of all students, and appealing for institutions in its inherent interdisciplinary nature. The benefits of this model are clear to institutions and partner organizations alike.

Components that could be improved include underscoring that PBI is able to function as a stand-alone program or can complement the traditional models of international education such as study abroad. Other suggestions included providing additional case studies, flushing out a viable financial model, and developing a specific mission/vision statement for PBI beyond the definition and components of it. Through the feedback received, it became clear that the emphasis of PBI being a method that is encouraged for all academic disciplines to engage with and not just those that are more commonly thought of (i.e., business, sociology) is important for participants. Additionally, adding further materials such as an infographic that provide access to easily understanding PBI and the benefits would aid in driving clarity surrounding the program and the simplicity of it. Ultimately, the areas to improve upon center upon equipping anyone to understand PBI and the added value of it given their respective context.

The knowledge I have gained from this process allows me to think more objectively about the prototype I developed and therefore address gaps that would likely present themselves in the final product had I not requested input from others who have differing proximity to the topic than I do.

MOST IMPORTANT DISCOVERY

The most important discovery I made during this process is the need to address how to invite partnering populations into the identification, planning, and development processes. From a community development framework, it is important for me that whatever projects are designed are done in conjunction with the population it immediately impacts. Additionally, the need for clarity surrounding the sustainability and transition planning post-project is needed to ensure that all partners feel equipped and empowered at the conclusion. Perhaps it is due to my ongoing

perspective from a community development framework that I did not explicitly address this in my prototype, but it needs to be underscored in the final product. My initial thoughts are to include an assessment that allows a project faculty to determine if there are any areas of unintentional harm that could emerge during the project and then guidance on how to mitigate those.

BACKGROUND RESEARCH ESSAY ON EMERGING SOLUTION

Significant to the completion of my NPO is a further review of participation rates in traditional modes of international education of underrepresented student populations including those with disabilities and minority students attending Hispanic Serving Institutes (HSI) and Minority Serving Institutes (MSI). The data surrounding the enrollment, retention, and their involvement in traditional methods of study abroad programming will further illuminate the need for an innovative model that provides a high-impact international education that is equitable and accessible for all.

According to the U.S. Department of Education, a Hispanic-Serving Institute (HSI) is an eligible college or university that “has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.”¹¹⁰ Minority Service Institutions (MSIs) are “institutions of higher education that serve minority populations” which include Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutes (HSIs), Tribal Colleges and Universities (TCUs), and Asian American and Pacific Islander Serving Institutions (AAPISIs).¹¹¹ According to the U.S. Department of Education, in 2018, there were nearly 2 million Hispanic students enrolled across 411 HSIs throughout the country.¹¹² For the same academic year, only 31.3 percent of the 347,099 students that participated in the traditional study abroad model were minority students with 68.7 percent identifying as white.¹¹³ The breakdown for minority students were as follows: 10.9 percent Hispanic or Latino(a), 8.9 percent Asian or Pacific Islander, 6.4 percent Black or African-American, 4.7 percent Multiracial, and 0.4 percent American Indian or Alaska Native.¹¹⁴ Looking across multiple years of participation rate data, including the dramatic decline during the first year of the COVID pandemic, the ratios by race/ethnicity remain steady.

The conversation surrounding why minority students are underrepresented in traditional models of international education is plentiful. According to Nguyen,

¹¹⁰ “Hispanic Serving Institutions,” U.S. Department of Education, accessed January 20, 2022, <https://sites.ed.gov/hispanic-initiative/hispanic-serving-institutions-hsis/>.

¹¹¹ “Minority Serving Institutions Program,” U.S. Department of the Interior, accessed January 20, 2022, <https://www.doi.gov/pmb/eeo/doi-minority-serving-institutions-program>.

¹¹² “IPEDS, Spring 2019,” U.S. Department of Education, accessed February 1, 2022, https://nces.ed.gov/programs/digest/d19/tables/dt19_312.40.asp.

¹¹³ Institute of International Education, “Open Doors 2021 Fast Facts,” 2.

¹¹⁴ Ibid.

Multicultural students may overlook or take for granted their own traditions, cultural practices, and never consider their own peer, family, or faculty (institutional) networks as sources of social or cultural capital. Because multicultural learners dismiss their own habitus, they never engage in communication with family members, faculty or peers to remedy doubts, hesitations or uncertainty.¹¹⁵

While financial and family responsibilities continue to be cited as the primary reasons for not participating in traditional study abroad programming, the institution cannot solely solve these challenges by offering additional scholarships or alternative program lengths and costs. In *"The End of Internationalization,"* Brandenburg and de Wit encourage that, "what we need are people who understand and define their functional role within a global community, transcending the national borders, and embracing the concepts of sustainability—equity of rights and access, advancement of education and research."¹¹⁶ It is not merely the outcome of a student immersed in a cultural context different from their own that is the primary goal, but for the student to develop a broader perspective and understanding of their role within a global society. They continue that,

Essentially, we need to reaffirm the core role of universities: to help understand this world and to improve our dealing with it. Called for is a common commitment at the institutional and personal level of how we and our students will be prepared to live and work in a global community. Possibly we must even leave the old concepts of internationalization and globalization and move on to a fresh unbiased paradigm.¹¹⁷

This new paradigm is exactly where PBI can provide an effective and efficient alternative to the traditional modalities. A study on Minority Serving Institutes utilized data from the National Student Clearinghouse (NSC) to examine how students at MSI navigated higher education. According to the study:

As the NSC data show, the majority of students at MSIs do not attend college exclusively full time, which is significant since higher education policy is still largely rooted in the notion of a "traditional" student body that among other attributes attends college full time. Students at MSIs, especially public institutions, enroll primarily through mixed enrollment, meaning they move between attending college both full time and part time, and not solely through one or the other.¹¹⁸

The report surmises that, "MSIs do in many cases substantially better at completing students than is depicted by the standard federal graduation rate. In all cases, students enrolled exclusively full time

¹¹⁵ Nguyen, "'F' Is for Family, Friend and Faculty Influences: Examining the Communicated Messages About Study Abroad at a Hispanic-Serving Institution (HSI)," (Dubai: American University, 2014), 90.

¹¹⁶ Uwe Brandenburg and Hans de Wit, *"The End of Internationalization,"* 17.

¹¹⁷ Ibid.

¹¹⁸ Lorelle Espinosa, et. al., *"Pulling Back the Curtain: Enrollment and Outcomes at Minority Serving Institutions,"* (Washington, DC: American Council on Education, 2017)," v.

– and in many cases, students overall – have much higher completion rates using NSC data.”¹¹⁹ While the value added for MSIs and HSIs to the overall contribution of success for minority populations awarded degrees from higher education institutions is significant, there is still a noticeable gap between engagement in co-curricular programming from their white peers. If Hispanic students that are graduating are largely utilizing a model that does not have them as full-time students, it is further reasoning for their inability to participate in a semester study abroad program.

Another underrepresented population in traditional models of international education are students with documented disabilities that require accommodation. The data shows that among institutions where disability status is known, there has been a consistent increase in participation rates of students with a disability, and yet they only represent 5.1 percent of total study abroad students.¹²⁰ According to Masteron-Algar, et. al., “given that study abroad experiences are becoming expected and, within many majors at many institutions, mandatory requirements towards graduation, it is imperative that we take a critical stance that addresses how cultural understanding can be acquired and whose cultural competence is valued.”¹²¹ They continue that, “the call is to understand that in seeking cultural literacy, study abroad curricula must necessarily address the cultural processes at work in the construction and perpetuation of experiences of disability at home.”¹²² While traditional models of international education can ensure accessibility through program length, location, accommodations, and intentional modes of transportation, many programs offered today do not account for the needs of this population, thus limiting participation rates. McLean et. al., urge that, “equitable educational access is a hallmark of truly international universities, and higher education institutions operating in an international context have a responsibility to incorporate the principles of equity and justice espoused under international conventions.”¹²³ The expectations that institutions have on students for cultural competency requires that inclusive curriculum be embedded into all academic disciplines and non-traditional models of high-impact education be offered.

Further research that will be pertinent to this NPO is the understanding of terminology that is widely accepted and utilized within the field. While phrase definitions can differ among academic departments within a single institution, global distinctions of terms and phrases when not agreed upon can contribute towards confusion and unintended consequences for all involved. For example,

¹¹⁹ Ibid., 45.

¹²⁰ Ashley Holben and Claire Ozel, “International Exchange with a Disability: Enhancing Experiences Abroad Through Advising and Mentoring,” (Turkey: Journal of Postsecondary Education and Disability, v28, 2015), 405.

¹²¹ Masteron-Algar, et. al., “How to Run Together: On Study Abroad and the ASD Experience,” (Carlisle: Frontiers, n.d.), 105.

¹²² Ibid.

¹²³ Patricia McLean, et. al, “Going Global: The Implications for Students with a Disability” (London: Higher Education Research & Development, 2003), 217.

Tara Harvey outlines the subtle distinctions in the term ‘internationalization’ and later proposes that ‘interculturalization’ begin to replace it among institutions. Harvey writes:

Two of the leading voices in the area of internationalization of higher education have been Jane Knight and Hans de Wit. Knight (2015) offers this definition:

“Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.”

In 2015, de Wit and colleagues updated their own widely used definition, emphasizing the importance of intentionality, and making a meaningful contribution to society. They define internationalization as:

“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.”¹²⁴

Harvey continues to provide many fair and valid critiques to the current application of the term internationalization and suggests that the new paradigm moves toward interculturalization which “is defined by the outcome it seeks to produce—more interculturally competent global citizens—as opposed to the inputs.”¹²⁵ I use Harvey’s distinction between internationalization and interculturalization as an example of how critical it will be to develop a comprehensive lexicon surrounding PBI as I move forward with this NPO.

A robust understanding of HSI, MSI, disability accommodations, and language used will be critical components of a foundation that contribute towards the understanding and support behind the new modality of PBI as proposed in my NPO. To assume that any high-impact educational practices within a given institution are currently accessible, equitable, and understood by all students is to limit the potential opportunities moving forward. By acknowledging the gaps that currently exist, the discrepancies felt by certain populations can be more fully addressed and remedied. It will be at this point that education will move from merely transactional for those that can afford the traditional modes of international education to transformational for all students.

MOST VIABLE PROTOTYPE

While there is still much of the prototype to address and expand upon, I do feel confident that the comprehensive guidebook and set of assessment tools that can be utilized by higher education institutions to design and implement project-based internationalization programming is the most viable prototype. Not only does this tool appear to resonate with the initial stakeholders during both the design exploration and research phases, but it also aligns with my current vocation. Currently employed as an Associate Dean of International and Experiential Education at a Southern California

¹²⁴ Tara Harvey, “Beyond Internationalization: A New Paradigm for Higher Education?,” March 8, 2022, <https://www.truenorthintercultural.com/blog/interculturalization>.

¹²⁵ Ibid.

higher education institution, I feel I am strategically placed during this time to focus on this alternative high-impact global education method. Furthermore, the university I work at has both HSI and MSI designations which provide proximity to populations that this NPO specifically aims to address. My skillsets and resources available are such that allow me to work strategically and critically to address some existing gaps in relation to the traditional practices of international and experiential education. Additionally, leveraging my current vocational when developing this PBI guidebook allows me to capitalize on the cross-functionality of my role and NPO which dramatically alleviates time limitations I face. Lastly, the professional associations and networks that I currently have provide access to the latest research and best practices in the field of international and experiential education, only aiding in the completion of this project. After completing this phase of the program, I feel assured in moving forward with this project to address my NPO in the coming year.

DESIGN RESEARCH REPORT: APPENDIX A

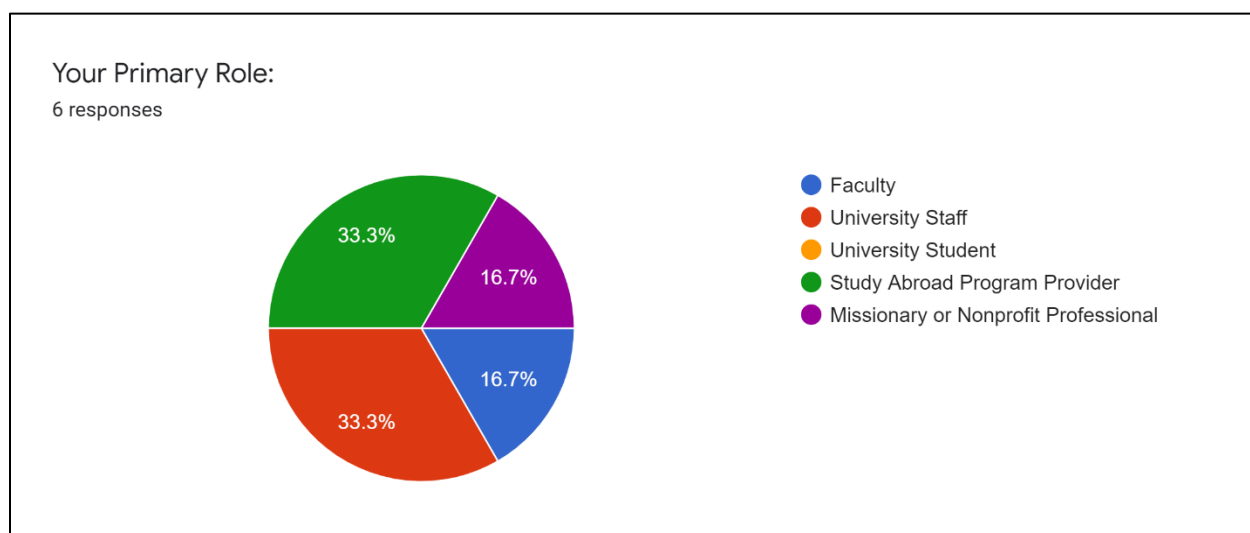


FIGURE 6: DESIGN RESEARCH ROLE CHART

DESIGN RESEARCH REPORT: APPENDIX B

What components of this prototype would you find valuable to utilize?

"I'm thrilled that students and schools would have the options for learn-in-place and overseas experience optional programs. This would be a win for all parties, and such a potential blessing for missions' organizations and ministries."

"As I reviewed the outline of the prototype, I found myself excited for this resource – these types of opportunities are the wave of the future. Helping faculty understand, leverage, and develop these opportunities would be most welcome."

"The templates (sample proposals, assessments, etc.) and the tools for navigating obstacles."

"This is an exciting and important guidebook! I think it provides a helpful, introductory guide for the faculty member that is considering a study abroad experience but doesn't know where to start. I definitely appreciate the tiered-project approach. This equips the time-constrained faculty member or student to participate at the level that they are able. I also appreciated the list of university level resources that are available."

"I feel the Post-Assessment templates will be very helpful for universities that are just jumping into PBI."

"Integrating a one day or short project PBI into my student intern's work."

DESIGN RESEARCH REPORT: APPENDIX C

What is missing?

"Perhaps put an even greater emphasis on the fact that non-traditional majors and minors could make a fantastic contribution. Often, I sense that many people still have the mindset that only certain types of people, or certain majors/minors, can make a contribution to missions. Although things like BAM (business as missions) have begun to change this, I still would love to see more students with backgrounds in technology, design, communication, etc. have a 'light bulb' moment when they realize they have huge opportunities to use their skills in missions."

"There are a few things that I would encourage you to consider including: (1) a section on how this type of PRI could also compliment traditional study away programs; (2) I like the section on campus partnerships to develop but I also think it would be helpful to include other groups to partner with in the community – nonprofits, for-profits (check out Ripen), for CCCU institutions (how might they leverage the 25+ international members), etc. (3) things to think about in terms of the financial model that would make this work."

"I think it will be present in your final draft, but anything I could show as examples to faculty/administration/other departments to help with buy-in. I think that will likely be what the samples/templates provide, but I could see where one person might be very excited about doing this but will need to convince others to get on board too. Maybe some sort of visual summary/infographic would be helpful too, to explain what PBI is and what it can do for students/universities at a glance (you know, for the people who only have 5 seconds to look at something before they make a decision about it). This is all coming from a place of being the person who is excited about the idea and wants to implement it but may not have the strongest relationships across campus or someone's ear to sit down and explain it, but rather has the opportunity for a short 'pitch' in department meetings or the like."

"It may be helpful to have some case studies included in the Appendix or brief ones in the core content to give some concrete examples of the process. Also, I'm wondering how (or if) you could make the process more participatory for the target population of the project. It seems that the external party (faculty, other) is identifying problems of interest. Is there a clear way in which the local population could be a part of the assessment, program design and evaluation phases?"

"I would consider moving the Navigating Obstacles page to be before the Post Assessments page."

"A clear vision/mission statement for PBI. There is a good explanation for why PBI would be beneficial for different aspects of the institution. I think it would be helpful to have one encompassing mission vision statement for PBI."

DESIGN RESEARCH REPORT: APPENDIX D

What is confusing or needs further explanation as you review this prototype?

"Thought everything was quite clear -- really liked assessment and evaluation sections."

"There are a couple sections that say 'this section will...' at the end of the section – pgs. 7, 9, 11 for example. I assumed that those parts had not been written out yet and that there is more to come, but in case you were done with those sections, the wording made me feel like there should be more on the next page :) Otherwise, I think everything is very clear and informative!"

"On page nine, where the Process is discussed, it may be helpful to mention a 'Transition' plan for when they finish the project. For example, how will they keep their intervention sustainable (i.e., funding, supplies, leadership)?"

"I didn't get a clear sense of what PBI is. Perhaps the intended audience will be more familiar with this concept. Sentence where you have the definition is great, it is just not pronounced. Maybe just separating it more from the rest of the paragraph could help distinguish it before you start talking about the components of PBI."

DESIGN RESEARCH REPORT: APPENDIX E

Additional Comments:

"I'm excited for the potential and can't wait to see the outcomes."

"Great project that has wonderful potential to expand the opportunities for students, thanks for including me."

"I think this resource will truly help universities implement meaningful experiences for students, especially where international/global/experiential education offices are understaffed and/or under-resourced. This could really be a meaningful and integral part of higher education if people will use your guidebook!!!"

"As I'm in the midst of teaching my Community Development course right now, I'm thinking about certain issues more than I usually do so please take what's helpful. With that said, it may be beneficial to shift towards more assets-based language in the guidebook versus a problem or needs-based focus. This would allow for a move from the language of deficiencies to language that is more focused on partnership and the skills and talents of the target group. Hope these thoughts are helpful. I look forward to seeing the final version!"

"I would avoid using certain abbreviations unless it is first spelled out and used throughout the entire document. For example, not every campus may name this office Campus Diversity Office? CDO, most universities have a varying name, so I would spell this out completely here (pg. 11)."

DESIGN RESEARCH REPORT: APPENDIX F

The full prototype document can be accessed [here](#).

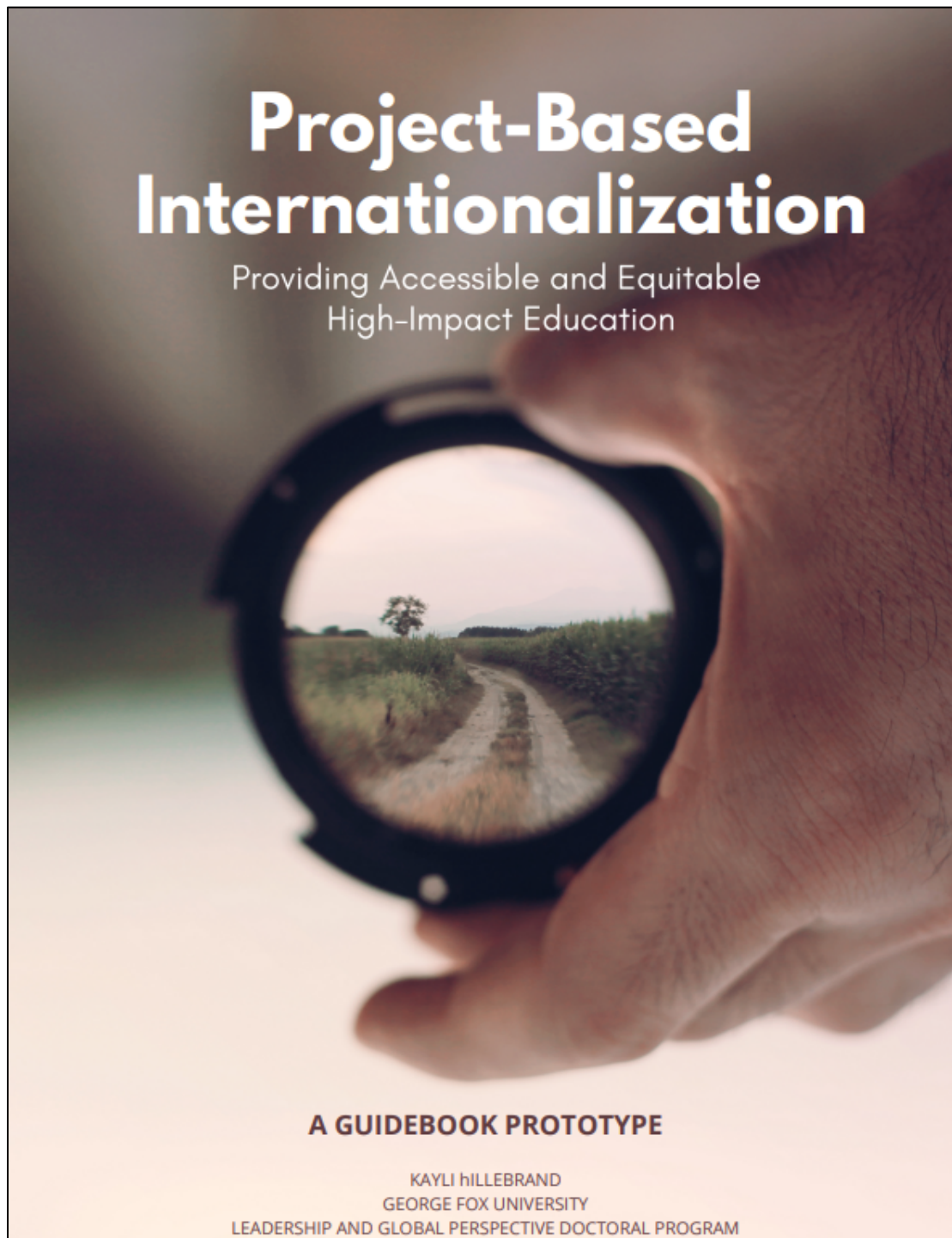


FIGURE 7: COVER PAGE OF PROTOTYPE

Appendix E

Project Appendix

Documentation

Project-Based Internationalization

Providing Accessible and Equitable
High-Impact Education

A GUIDEBOOK FOR HIGHER EDUCATION INSTITUTIONS

BY
KAYLI HILLEBRAND

FIGURE 8: COVER, ALTERNATIVE FORMAT



PROJECT-BASED INTERNATIONALIZATION

The goal for this guidebook is to provide a map for institutions, faculty, and staff to navigate the development and incorporation of an alternative modality of international education that meets several of the ongoing needs of the current college-aged student demographics. While everything within this guide may not need to be addressed all at once, the hope for this resource is to provide ongoing direction as institutions develop and expand their comprehensive internationalization strategies that consider and meet the needs of their entire student population.

This guide is specifically designed for the Christian higher educational institution with a governmental designation of Hispanic-Serving Institute. While academic administrators, faculty and staff of this classification are the intended audience, the components and elements found throughout can be utilized, scaled, and customized within a wide array of academic settings.

Defining Project-Based Internationalization

Project-Based Internationalization, or PBI, is the deliberate integration of intercultural and global components into faculty-guided projects in which students engage in solution-based strategies to real world problems. It allows faculty to move their curriculum from the theoretical to applied, fostering an environment of creativity, critical thinking, and cross-cultural collaboration. For Hispanic-Serving Institutions, this is especially important given that their student population is less likely to participate in the traditional models of experiential education, including study abroad programming or international internships. When students are unable to engage in these forms of education, the academic institution becomes challenged with fulfilling their goals of holistically developing individuals that have the skills and capacities to navigate and contribute to a rapidly globalized world. Project-Based Internationalization provides an alternative model that stimulates equitable and accessible high impact global education as an integrated practice in academic institutions.

Project-Based Internationalization is the deliberate integration of intercultural and global components into faculty-guided projects in which students engage in solution-based strategies to real world problems.

FIGURE 9: PBI DEFINITION, ALTERNATIVE FORMAT



FIGURE 10: SIZE AND SCOPE, ALTERNATIVE FORMAT

Natural & Biological Sciences: The goal would be for students to connect with a missionary who is struggling to find solutions to an existing solar-powered hot water heater that is not meeting a desired need. Students would be able to Zoom with the missionary on the field to perform the initial interview, asking questions about the nature of the challenge, determine resources available in their global context, and what solutions have been attempted up to this point. Breaking students into small groups, the faculty will then be able to lead the class through the identification of probable solutions, allowing significant time for the students to implement course learning. Students would be encouraged to write any additional questions for the missionary and have a representative from each group have another Zoom meeting to discuss, with a final online meeting presenting possible solutions discovered that could be explored on the field.



Technology Needed: Computer, screen, and online meeting space



Finances Needed: Materials to replicate existing water heater and replication of any challenges



Personnel Needed: Translation services, if needed

While the students engaged in this activity likely won't have the ability to walk through the entirety of a solution and perform needed testing, it lays a foundational understanding that their classroom education can be utilized to meet real-world needs in a variety of contexts. Students would then be able to confirm their learnings through an individual reflective assignment or group poster presentation.

Liberal Studies: The goal would be for students to develop targeted training for teachers within limited access to professional development. Students would be able to Zoom with the partner (international school, parachurch organization, global church in underdeveloped context, etc.) to perform the initial interview, ask questions about the nature of the educational environment, evaluate resources available in their global context, and determine what topics would be of specific need. Students would then work on the development of specific training content in large or small groups. The specific training content modality would need to be determined (video recording or written), identify needs for materials to be translated if needed, and address any additional barriers to the teachers receiving the content. Ultimately, at the end of the day, students would have utilized their education for the benefit of training others, reinforcing their own academic learnings in the process.



Technology Needed: Computer, screen, and online meeting space, camera (if recording the training)



Finances Needed: None



Personnel Needed: Translation services, if needed

FIGURE 11: SIZE AND SCOPE, ALTERNATIVE FORMAT



FIGURE 12: THE PROCESS, ALTERNATIVE FORMAT



CAMPUS PARTNERSHIPS: WHO TO WORK WITH

Partnerships across campus provide significant support towards the effectiveness of the PBI program. From ensuring accessibility to leveraging student inherent strengths to identification and communication of transferrable skills, utilizing these resources are key to launching a program that does not function in a silo, but fosters co-curricular collaboration.

The following are common offices at academic institutions to consider when putting together a PBI program regardless of academic discipline.

Foreign Language Departments: While language fluency is not a necessity for success with PBI, foreign language departments, faculty, and tutors can provide basic language acquisition to further the impact for groups navigating projects with multiple languages present. Encouraging students to lean into learning foundational terminology increases their cross-cultural skillsets and sets the tone for learning at the onset. For those with advanced language, opportunities include translation of materials, teaching, tutoring, and ensuring assessment cohesiveness at the end of the program.

International Students: If the institution has international students studying on its campus, reach out to those from the country/region where partnerships exist. This becomes a valuable resource in furthering learning surrounding specific cultural considerations, regional data, assistance with partnership connections, and acts as a source of additional information. In short, international students can serve as an on-campus expert and mitigate challenges that present themselves.

Disability Services: This office is key to ensuring inclusive and accessible programming. These professionals can often point towards available technology that would meet all student abilities, provide targeted training, review materials to ensure inclusivity, and help identify gaps that would prevent all students from participating or success.

Career Services: This office can assist with trainings on professionalism, collaborative work best practices, and assessments that would allow the group to maximize skillsets. At the conclusion of the program, this office will be crucial in guiding students with updating their resume, LinkedIn profiles, and the like with how to showcase the program, identification of transferrable and cross-cultural skills acquired, and knowledge gained. Additionally, this office can provide mock interviews focused on these new skillsets to help students solidify their own understanding of what they did and how they grew.

FIGURE 13: CAMPUS PARTNERSHIPS, ALTERNATIVE FORMAT

Global Outreach Office: If working with international collaborators, this office can become a key partner in the identification and connection of partnerships, projects, cross-cultural competency training and assessment, and provide post-program opportunities for students who desire to volunteer/work abroad.

Study Abroad Office: With traditional models of study abroad still in place, this office will allow those who want to leverage their learnings from the program to the next level. Students may determine that they want to travel to the location of the program partner or study/serve in another context away from their home institution. Additionally, study abroad offices will be able to assist in the identification of current global academic partnerships to leverage, cross-cultural training, and assessment.

Student Success: For institutions with offices focused on student success and retention efforts, this campus partner can provide assessment data templates and assist in the identification of students to participate as part of a collaborative retention strategy.

Academic Divisions: Regardless of how the academic institution is set up — divisions, departments, colleges, or schools — it will be critical to engage them. Not only will this help with the identification of academic projects that could be turned into PBI, but at this level is often where discussions of cross-referencing courses take place, leveraging the value of interdisciplinary academics. Additionally, there will likely present opportunities for the utilization of existing internship and practicum templates, in-class assessment tools, and interdisciplinary training.

Faculty Development: For many institutions, the faculty development office is a hub for not only pedagogical training, but houses funds for faculty innovation projects. Strategically working with this office can leverage minimal funding to be used for program development and implementation, promotion to students, and review of programs upon completion. If done intentionally, this office can become a source of recruitment of future faculty participants with their own PBI.

Grants & Research Office: This office will allow for the identification of outside funding sources that align with program or project and offer suggestions of national or international organizations with similar vested interests for resources, literature, best practices, and assessment tools. Even if a PBI program does not qualify, reviewing grant requests that are similar can help in identifying key components that would be critical to embed to ensure future projects would not only be eligible, but stand out to reviewers.

Dean/Provost: We have discussed the importance of institutional buy-in for the success of PBI programs and this role or office is a critical component. The head academic roles have the ability to champion PBI efforts at administration and board levels, promote program outcomes, support through available resources, and utilize relationships for potential partnerships.

Registrar: The Registrar Office on campus will be essential to determine if and how participation in a PBI program can be identified on an official institutional transcript. This partnership is key to engage with during the development phase of the process.

FIGURE 14: CAMPUS PARTNERSHIPS, ALTERNATIVE FORMAT

Information Technology: The IT department will be able to identify and guide implementation of technology needs, discuss platforms with partners to mitigate challenges, and provide program support throughout the duration to address technological challenges. Especially for projects that are working with a partner without similar accessibility, it will be critical to identify baseline technology or programs that can be utilized by all involved to promote and support success of the whole.

Chief Diversity Officer: This role or offices similar such as Diversity and Inclusion will be key in ensuring that the PBI program aligns with institutional diversity goals, support program efforts across campus, and can provide cross-cultural training and assessment.

Institutional Research: For institutions with professionals dedicated to institutional research, this office can serve as a key resource for the development of targeted assessment rubrics and data collection methods to track program outcomes. Not only is data essential for academic assessment purposes, but it can provide value when an institution is engaged in accreditation reviews, diversified funding applications, and recruitment of potential students.


In-House Legal: Some institutions may choose to have their in-house legal teams review and/or create any formalized Memorandum of Understanding (MOU) or Articulation Agreement for all parties involved to sign in order to mitigate potential risks.

While an ideal program model would incorporate many of the above partnerships across campus, it is encouraged that those developing the PBI program identify two or three I've always learned you do partnerships to focus on initially. As PBI develops at the academic institution, these partnerships can build upon prior programming and expand to include new campus partnerships. Considering that this mode of education aims at developing accessible and equitable education for all students, it would strongly be encouraged to begin with the offices of Disability Services, Information Technology, and the Dean/Provost. These three areas specifically are essential to the foundational components of PBI being designed to meet the specific needs of the academic institution, the given student population, and the potential partners involved.



Take a moment to list below the 5 partnerships that will be key as you develop a PBI program on your campus:

FIGURE 15: CAMPUS PARTNERSHIPS, ALTERNATIVE FORMAT



NAVIGATING OBSTACLES

Obstacles when designing and implementing PBI programs across academic disciplines are bound to happen. Outlined below are potential obstacles that an academic institution will face and tools for how to navigate and mitigate them. While many obstacles may be institutional-specific, there are several that will likely be present for all.







- 
 - **University Support** – When there is limited/no support from administration, lack of fiscal resources, minimal academic buy-in, limited capacity of cross-campus offices to support targeted needs, faculty apathy towards innovation.
- 
 - **Student Involvement** – Recruiting challenges, limited involvement, disengaged students while in the program, the over-involved student that does it all, language barriers, navigating student cross-cultural mishaps.
- 
 - **Managing Expectations** – Outcomes of program, partnership agreements, cross-cultural communication challenges (hi/low context), student capacities and limitations, fiscal expectations for all parties involved, ownership of material produced. publication rights.
- 
 - **Time & Financial Constraints** – What is each partner committing to in terms of time and finances, scheduling with different time-zones, course scheduling, fiscal needs to complete PBI project, ownership of physical materials produced.
- 
 - **Virtual Environments** – Professionalism within virtual context, navigating cross-cultural communication challenges for students, best practices for virtual engagement, inequitable access to technology among partners, what to do when technology will not work.

FIGURE 16: NAVIGATING OBSTACLES, ALTERNATIVE FORMAT



ASSESSMENT & EVALUATION

checklist

The following are suggested areas to evaluate Project-Based Internationalization programs both pre- and post-program. These tools will contribute to the confidence in the program in that all aspects are considered prior to significant resource investment and comprehensively evaluated.

<h2>INSTITUTIONAL ALIGNMENT</h2> <ul style="list-style-type: none"> <input type="checkbox"/> Alignment with Institutional Mission, Vision, Values <input type="checkbox"/> Fiscal Implications <input type="checkbox"/> Academic and Cross-Campus Capacities <input type="checkbox"/> Institutional Support & Sponsorship (when working with lower socioeconomic partners) 	<h2>PARTNERSHIP SELECTION</h2> <ul style="list-style-type: none"> <input type="checkbox"/> Existing Partnerships Mapping <input type="checkbox"/> New Partnership Mapping <input type="checkbox"/> MOU and Articulation Agreement Development <input type="checkbox"/> Roles and Responsibilities <input type="checkbox"/> Schedule of Outcomes <input type="checkbox"/> Fiscal Responsibilities <input type="checkbox"/> Intellectual Property Agreement
<h2>PROGRAM SELECTION</h2> <ul style="list-style-type: none"> <input type="checkbox"/> Program Length <input type="checkbox"/> Budget <input type="checkbox"/> Faculty/Staff Involvement and Compensation <input type="checkbox"/> Partnership Identification <input type="checkbox"/> Academic Connection and Course Selection <input type="checkbox"/> Cross-Cultural Competencies <input type="checkbox"/> Program Outcomes <input type="checkbox"/> Evaluation and Assessment Tools 	<h2>POST-PROGRAM EVALUATION</h2> <ul style="list-style-type: none"> <input type="checkbox"/> Project: One-Day <input type="checkbox"/> Project: Full Semester <input type="checkbox"/> Student Learning Outcomes: Student Self-Report <input type="checkbox"/> Student Learning Outcomes: Faculty Report <input type="checkbox"/> Course Evaluation <input type="checkbox"/> Fiscal Return on Investment <input type="checkbox"/> Partnership Evaluation <input type="checkbox"/> Cross-Cultural Competencies <input type="checkbox"/> Language Acquisition

FIGURE 17: ASSESSMENT CHECKLIST, ALTERNATIVE FORMAT

PROJECT-BASED INTERNATIONALIZATION

Sample Program Proposal

Course Information

Course Code & Title

Please attach a syllabus using the provided template for each course listed above to this trip proposal upon submission.

Proposed Date(s)

Program Summary

Student Learning Outcomes (3-5)

At least one should include a cultural competency.

1.

2.

3.

4.

5.

Personal Information

Name (First & Last)

Email

Cell Phone Number

Work Phone Number

Department

Position

Partner Information

Name of Partner Organization/School

Location of Organization/School

Contact Name & Title

Contact Email

Contact Phone Number

Organization/School Website

Please provide a brief description of the partner:

Program Information

What is the purpose of the proposed program and how does it align with the academic learning outcomes?

Please include or attach the proposed program schedule upon submission of this proposal.

Do you personally have experience with this partner? Yes ☐ No ☐

Please explain:

Is there a tangible outcome expected with this program (i.e.: product development)? Yes ☐ No ☐

Please explain:

Which staff/faculty or offices will be involved in this program?

Estimated Program Budget

Please include all anticipated expenses and which party is responsible

If a course fee will be charged to the student, what is the amount?

Is an IRB needed for this program? Yes ☐ No ☐

If yes, who will have ownership over data or intellectual property?

Will there be a language acquisition component in this program? Yes ☐ No ☐

Please explain:

What measures will you use to assess the effectiveness of this program during and after?

ADDITIONAL RESOURCES

The following are suggested for further development of a PBI program, faculty and staff development, and assessment tools to specifically measure intercultural competencies.

ASSESSMENTS

American Association of Colleges and Universities: <https://www.aacu.org/initiatives/value-initiative>

Cross-Cultural Adaptability Inventory: <http://ccaiassess.com/index.html>

Global Perspective Inventory: <https://www.gpi.hs.iastate.edu/>

Intercultural Development Inventory: <https://idiinventory.com/>

ASSOCIATIONS

Institute for International Education: <https://www.iie.org/>

NAFSA: <https://www.nafsa.org/>

National Society for Experiential Education: <https://www.nsee.org/>

The Forum on Education Abroad: <https://forumea.org/>

RESOURCES

Culture Mapping Tools: <https://erinmeyer.com/tools/>

International Education Professional Competencies: <https://www.nafsa.org/professional-resources/career-center/international-education-professional-competencies>

National Association of Colleges and Employers: <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

The Curriculum Toolbox: <https://forumea.org/resources/curriculum/curriculum-resources/curriculum-toolbox/>

Mural: <https://www.mural.co/>

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