![Gateway International Group logo]

INNOVATIONS IN INTERNATIONAL LEARNING AND ENGAGEMENT FOR THE NEXT GENERATION OF HIGHER EDUCATION
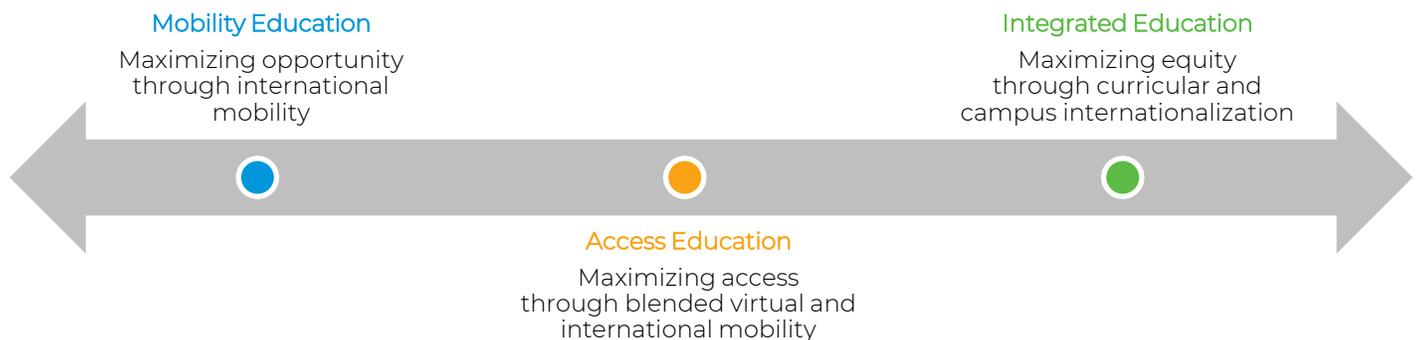
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COVID-19's impact on international higher education has been significant. These are indeed challenging times and emerging developments suggest we may be at the beginning of a new era for higher education, one that is challenging us to reexamine well-established practices, reframe our priorities and pursue emerging opportunities. Institutions must orient curricula to be more responsive to a new generation of virtually-engaged learners, explore expanded uses of technology and online education to afford a more diverse populations of students the benefits of international education, and leverage international partnerships and linkages that are truly synergistic and based on shared and reciprocal interests. What follows are innovative examples of how some institutions are responding.

OVERVIEW

The value and importance of international learning and engagement remains strong. It is still a goal of many institutions to graduate learners who have nuanced understandings of the international dimensions of their chosen disciplines and the intercultural competency skills needed to live and work successfully in a globally interconnected world. What is changing however are the strategies and methodologies with which these outcomes are achieved. Recognizing that international learning and engagement can be conceptualized along a *continuum of internationalization*[1] will better position institutions to expand their focus on mobility education to more effectively respond to the shifting demands of this new era.

Mobility Education
Maximizing opportunity through international mobility

Integrated Education
Maximizing equity through curricular and campus internationalization

Access Education
Maximizing access through blended virtual and international mobility

Mobility Education has been mostly concerned with providing opportunities to a small population of privileged students who are able to travel internationally. *Access Education* leverages both virtual and mobility education, thus enabling greater accessibility to international education for interested and motivated learners. *Integrated Education,* also referred to as "Internationalization at Home", focuses on providing equitable access to international learning and engagement for all learners by intentionally integrating international expectations into the curricula and life of the institution. On the following pages are examples of how some institutions are innovating within each of these positions along the continuum. These examples are meant to be illustrative only and do not suggest endorsement or approval by Gateway International Group. Readers should employ professional discretion when reviewing these initiatives.

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[1] Leask, B. & Green, W. (2020). "Curriculum integration: Maximizing the impact of education abroad for all students." In Ogden, A., Streitwieser, B., & Van Mol, C. (Eds.), *Education abroad: Bridging scholarship and practice*. Routledge, Oxford, UK.

| Mobility Education | ⟷ | Access Education | ⟷ | Integrated Education |

⟹ MOBILITY EDUCATION

1. NEW & EMERGING MODALITIES

Just as U.S. colleges and universities campuses are investigating a range of [potential scenarios](#) for returning to residential education in Fall 2020[2], so too are institutions around the world. With respect to hosting international students, [John Cabot University](#)[3] is experimenting with program durations by shortening its fall semester to 89 days, or just under the duration that requires a study visa for Italy.

With the prospect of fewer international students being able to travel for fall 2020, some education abroad providers are creating [Turnkey Campuses](#)[4] to support international students unable to travel by offering them an alternative campus in their home country. For example, CIEE has launched an innovative strategy across 30 cities around the world that leverages their centers abroad to offer custom academic programming for international students. Similarly, the University of Auckland is partnering with institutions in China to provide alternatives for students unable to enter New Zealand because of current border restrictions. The [University of Arizona (UA)](#) is well ahead of this curve in this respect via its well-established global network of micro-campuses around the world. UA works with institutions around the world to offer academic programs through which students can earn a full U.S. degree.[5] (Canada has recently announced the possibility for international students to start classes online and complete up to 50% of their studies online until it's possible for them to travel internationally.)

2. INNOVATIVE & EXPANDED UTILIZATION OF TECHNOLOGY

In recent months, we've seen major international conferences move to an online format, which have allowed new networking approaches and venues for content delivery! (NAFSA's poster sessions seem ideally suited for this venue!) In much the same way, international student recruitment tours and education abroad fairs are moving online. The [University of Georgia](#)[6] offers a great example. A number of virtual event platforms are emerging for this purpose, although not without their respective challenges, including Handshake, Blackboard Collaborate, Twitch, Mixer, Hopin.to, Zoom Pro, Instagram Live, YouTube Live, etc. [VIOO](#)[7] is another emerging platform that connects prospective international students (and their parents!) with targeted institutions abroad through personalized chats with currently enrolled students, videos, virtual tours. What a great way to engage current students in the international student recruitment process!

3. NEW DIRECTIONS IN STUDENT ADVISING & SUPPORT

As institutions revisit international health, safety and security protocols, many are challenged by the technical obstacles associated with mitigating foreseeable risks to the safety and security of students studying abroad. While [TerraDotta](#)[8] has been the dominant enrollment management platform at many institutions, there are a number of other platforms focused on enhancing and reporting on student health, safety and security while abroad. Emerging is this increasingly

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[2] 15 Fall Scenarios, Inside Higher Education, [www.insidehighered.com/digital-learning/blogs/learning-innovation/15-fall-scenarios](#)
[3] John Cabot University, [www.johncabot.edu/](#)
[4] CIEE Custom Programs for International Students, [www.ciee.org/go-abroad/educators/faculty-led-programs/custom-programs-for-international-students-lp](#)
[5] University of Arizona, Global Campuses, [https://everywhere.arizona.edu/global-campus-experience](#)
[6] University of Georgia, Virtual Study Away Fair, [https://studyaway.uga.edu/index.cfm?FuseAction=Announcements.Announcement&Announcement_ID=3141](#)
[7] VIOO, [www.vioo.world](#)
[8] TerraDotta, Travel Registry, [www.terradotta.com/travel-registry.html](#)

crowded field is [OffWeGo](#)[9], an organization that takes an innovative gamification approach to keep students mindfully aware of their safety and provides geolocation services, destination intelligence, safety alerts, and evacuation services. The more students self-report their travel data, the more social groups, events, and student discounts they will receive! The University of California Education Abroad Program (UCEAP) has designed their own proprietary system called Travel Sign Outs. On any given day, UCEAP can determine where all students are located and have a mechanism for contacting them.

4. CURRICULA DEVELOPMENT & ENHANCEMENT

The increasing popularity around micro-credentials suggests a real shift in higher education toward greater prioritization of career skills and the development of industry-recognized credentials. Micro-credentials can take the form of blockchain-backed digital badges, e-portfolios, verified certificates, nanodegrees, or other tools that help learners gain a foothold in signaling competencies and skills. Many U.S. colleges and universities are well on their way with formally recognizing and documenting co-curricular learning, and many approaches explicitly include international education engagement. Notable examples include the University of Wyoming's [SOAR](#) program[10] and Michigan State University's [Co-Curricular Record (CCR).](#)[11]

International Studies Abroad (ISA) is one of several education abroad provider organizations that has successfully launched digital micro-credentials to boost student learning and engagement while abroad. ISA has found that micro-credentials earned through education abroad are especially attractive to students because they enable them to effectively demonstrate the value and relevance of their international studies. Arcadia University's [Co-Curricular Learning Certificate](#)[12] is an established industry best practice, which students can now complete virtually!

As the dominant rationale for education abroad shifts from where one goes to what one studies, there have been a wide range of initiatives to have emerged. The central purpose has been to complement the curriculum with discipline-specific education abroad programming that enables students to pursue a more international orientation to their studies in ways different to or complementary to what they can do on their home campuses. Whereas Indiana University and the University of Minnesota were among the early trailblazers, many institutions have begun to shift in this direction. Providers have also similarly developed approaches to support students in choosing programs based on academic offerings. IFSA sets a fine example with their innovative [CHART](#)[13] (Curriculum Hub Academic Resource Tool) database designed to allow students to search distinct course offerings across IFSA's portfolio of programs that meet pre-approved degree requirements at their home institutions. Along these same lines, UCEAP recently launched [Campus Credit Abroad,](#)[14] a searchable database where students can find courses abroad that have fulfilled past UC degree requirements.

➡ ACCESS EDUCATION

1. NEW & EMERGING MODALITIES

What were once peripheral strategies for international learning and engagement employed by a few institutions are now gaining traction by many and thus, broadening the scope and direction of international education programming. A number of institutions and organizations are now offering virtual internships, but unfortunately many are merely window dressing what are otherwise programs originally designed for students to conduct in-country internships. However,

[9] OffWeGo, www.offwego.io/mission
[10] University of Wyoming, SOAR, www.uwyo.edu/soar/index.html
[11] Michigan State University, Co-Curricular Record (CCR), https://hub.msu.edu/category/co-curricular-record/
[12] Arcadia University, Co-Curricular Learning Certificate, https://studyabroad.arcadia.edu/about-us/academic-approach/co-curricular-learning-certificate-clc/
[13] IFSA, CHART, www.ifsa-butler.org/about-chart/
[14] Univ. of California Educ. Abroad Program, Campus Credit Abroad, https://uceap.universityofcalifornia.edu/campus-credit-abroad

CEA seems to be moving out ahead with their innovative approach to virtual internships[15] tied to the career readiness competencies identified by the National Association of Colleges and Employers (NACE)[16]. CEA has intentionally developed 6-week, virtual internships wherein students work with NACE-certified career coaches, host country supervisors, and CEA faculty. Moreover, CEA is partnering with SkillSurvey[17] to assess student achievement of those competencies. Through its Career Bridging approach, CRCC[18] has also developed an innovative virtual internship program which is similarly focused on NACE competencies.

The Institute for American University (IAU) offers an innovative twist on global entrepreneurship program via their Virtual Consulting Projects[19], through which students engage in industry-specific consulting projects in partnership with international organizations. These organizations present problems for the students to solve. Students apply strategic consulting practices to provide recommendations on how the organizations might work to solve those problems. IAU's Virtual Social Impact Practicums[20] offer a similarly innovative way to engage students in real-world learning.

CAPA has launched a Global Flexible Choice[21] hybrid program that allows students to mix-and-match in-country, blended and fully remote 4-week blocks of internship and study abroad programs. Arcadia University[22] has similarly launched an "all modes" approach for Fall 2020 programming in London, where students can blend on-site and virtual learning.

2. INNOVATIVE & EXPANDED UTILIZATION OF TECHNOLOGY

With the move to online education, numerous instructional platforms are emerging to support faculty with developing more engaging and interactive learning experiences for students, many of which can be effectively utilized for virtual education abroad programming. For example, EdPuzzle[23] and WeVideo[24] provide easy-to-use platforms that support the use of interactive videos in instruction to boost student understanding and reinforce accountability. Loom[25] is another platform that allows users to create videos for messaging and presentations.

3. NEW DIRECTIONS IN STUDENT ADVISING & SUPPORT

To support the success of today's digital savvy student and maintain education abroad momentum, Diversity Abroad has launched Abroad360°[26] an innovative platform to assist member institutions with delivering inclusive and targeted resources. Abroad360° is a comprehensive suite of resources that includes micro-learning & advising modules, online workshops, and country-specific Diversity & Inclusion Guides. As office capacity is increasingly limited, these resources can supplement services and aid in helping students to feel supported no matter the time, place or subject matter. Gateway International Group[27] is also partnering with colleges and universities to offer virtual education abroad advising and operational support.

Siena College's Study Abroad Office[28] has recently launched an entertaining Bitmoji virtual office that allows students to "visit" the office by clicking on images that directs them to resources and highlighted content. (For a tutorial on how to create a virtual office, click here.)

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[15] CEA Virtual Internships, www.ceastudyabroad.com/internships/about-internships
[16] NACE Career Readiness and Competencies, www.naceweb.org/career-readiness/competencies/career-readiness-defined/
[17] Skill Survey, www.skillsurvey.com/
[18] CRCC, Virtual International Internships, www.crccasia.com/internship/locations/remote-online/
[19] IAU, Virtual Consulting Projects, https://iau.edu/virtual/consultingprojects
[20] IAU, Virtual Social Impact Practicums, https://iau.edu/virtual/socialimpactpracticums
[21] CAPA Global Cities Flexible Choice, www.capa.org/fall-2020-flexible-choice
[22] Arcadia University, Fall 2020 London, https://studyabroad.arcadia.edu/find-a-program/fall-2020/faqs#PQ1
[23] EdPuzzle, https://edpuzzle.com/
[24] WeVideo, www.wevideo.com/
[25] Loom, www.loom.com/about-us
[26] Diversity Abroad, Abroad360°, www.diversitynetwork.org/page/abroad360
[27] Gateway International Group, Virtual Education Abroad Office & Advising, https://gatewayinternational.org/learning-abroad/#international
[28] Siena College, Virtual Office, https://drive.google.com/file/d/1wYovLIYQkzkls9KzMv7STmUs0X2LbMo0/view

4. CURRICULA DEVELOPMENT & ENHANCEMENT

International educators at the University of Maryland Baltimore Country are questioning how to address those degree programs that require education abroad participation. For now, they've launched an innovative online course to teach students how identity and culture are intertwined and how intercultural competency skills can aid in real-world challenges. In 2014, nearby University of Maryland College Park got a head start with their Global Classrooms Initiative[29] that provides funding and design support to faculty members to create globally oriented courses. Faculty members work with international partnership institutions to co-create courses that integrate virtual, project-based, and intercultural learning elements.

INTEGRATED EDUCATION

1. NEW & EMERGING MODALITIES

The SUNY Center for Collaborative Online International Learning (COIL)[30] has been around for over a decade and has become one of the leading organizations focused on Globally Networked Learning (GNL), a teaching and learning methodology which fosters faculty and student interaction with peers abroad through co-taught multicultural online and blended learning environments. As higher education has shifted to online delivery, at least for now, considerable attention has turned to COIL as an ideal model for supporting international learning and engagement. A number of other institutions and organizations have begun exploring this methodology and a number of variations are emerging. For example, East Carolina University[31] offers a series of global virtual exchange courses wherein students have daily videoconferences, chats, and engage in collaborative student projects across three countries of 4-5 week modules each.

The CEPA Foundation[32] and Gateway International Group[33] have each begun to offer customized international programming that embeds virtual experiential programming into existing courses. By merely registering for a home institution course, students will be engaged in virtual experiential learning. In much the same way, X-culture[34] provides an innovative platform targeting business programs. An effective and low-cost modality to internationalize any course!

2. INNOVATIVE & EXPANDED UTILIZATION OF TECHNOLOGY

As U.S. college and universities brace for Fall 2020 enrollment declines, many have begun to seek ways to develop partnerships to keep those international students unable to travel enrolled and connected with the institution via online education. A number of Online Program Management (OPM) providers have emerged in recent years to support institutions with developing and delivering online education, and some focus on international students. Beacon Education[35] is one such provider operating in China. A number of U.S. institutions are also seeking collaborations within the Edtech sector to develop tuition-sharing online education partnerships. For example, Trilogy Education Services[36] is partnering with institutions such as Georgetown University, Tufts University, and Vanderbilt University. Similarly, EdX[37] is working with international institutions such as Australian National University, RWTH Aachen University, and Kyoto University. Perhaps this is signaling a 3rd wave of for-profit, online education?

[29] University of Maryland College Park, Global Classrooms, https://globalmaryland.umd.edu/content/welcome-global-classrooms
[30] SUNY, Collaborative Online International Learning (COIL), http://coil.suny.edu/page/about-coil-0
[31] East Carolina University, Global Virtual Exchange Courses, https://global-affairs.ecu.edu/global-virtual-exchange/global-understanding/
[32] CEPA Foundation, Customized Online Experiences, www.cepa-abroad.org/faculty-led-programs/online/
[33] Gateway International Group, Course-Embedded Education Abroad, https://gatewayinternational.org/learning-abroad/#international
[34] X-culture, https://x-culture.org/
[35] Beacon Education, www.beaconedu.com/
[36] Trilogy Education Services, hwww.trilogyed.com/universities/
[37] EdX, Schools and Partners, www.edx.org/schools-partners

A number of interactive platforms around language teaching are also emerging, such as [iTalki](38)[38], an inviting platform that connects students and teachers for 1-on-1 online language lessons. Some language departments around the U.S. have begun to partner with [TalkAbroad](39)[39] to provide university-endorsed conversation support for their students, including Duke University, Auburn University, the University of Alabama and the University of Illinois. Language testing has also seen a shift amidst the global lockdown. While IELTS and TOEFL are among the most commonly required English language admission tests, many institutions around the world have begun to accept [Duolingo](40)[40] online tests, at least while language testing facilities are closed.

3. NEW DIRECTIONS IN STUDENT ADVISING & SUPPORT

There has been increasing attention given to the need to move away from the standard student transcript toward the utilization of a *Comprehensive Learner Record* that captures, records, and communicates learning when and where it happens across the lifetime of a learner's higher education experience. This includes learning outcomes from courses, programs and degrees, as well as international experiences they have abroad that help develop their career readiness skills and abilities. The [American Association of Collegiate Registrars and Admissions Officers (AACRAO)](41)[41] is one of several organizations in the U.S. piloting models for a more comprehensive student record. [Elon University](42)[42] seems to be leaping ahead with respect to how they are documenting education abroad learning on the student transcript.

4. CURRICULA DEVELOPMENT & ENHANCEMENT

Through its innovative Online Course Sharing Consortium, the [Council of Independent Colleges (CIC)](43)[43] enables colleges and universities to offer one another a wide range of online courses to meet curricular needs and to help students stay on track or get ahead for timely program and degree completion. CIC partners with [Acadeum](44)[44] to offer a platform for course registrations. Revenue sharing between home and teaching institutions benefits both financially. The [Global Virtual Exchange Alliance](45)[45] takes this model globally. Students at Rice University, for example can take courses at participating institutions in Hong Kong, Australia, Switzerland, and the Netherlands.

In an innovative move to integrate global perspectives in their undergraduate courses, Towson University's Study Abroad Office[46] and Faculty Academic Center of Excellence are partnering to offer a [Global Lecture Exchange](#) program. Faculty members from Towson's 21 exchange partner institutions are introduced to Towson faculty members in similar disciplines and are invited to offer virtual lectures. Similarly, [AEA](47)[47] is leveraging its global network of scholars and experienced practitioners to offer virtual speakers for live meetings, pre-recorded videos and supplemental course content. What a simple and yet highly effective way to bring faculty members together with their international peers and draw student attention to existing education abroad partnerships!

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[38] iTalki, www.italki.com/
[39] Talk Abroad, https://talkabroad.com/index/story#home
[40] Duolingo, English Test, https://englishtest.duolingo.com/
[41] AACRAO, www.aacrao.org/signature-initiatives/comprehensive-learner-record
[42] Elon University, www.elon.edu/u/elon-experiences-transcript/publications-and-resources/
[43] The Council of Ind. Colleges, Online Course Sharing Consort., www.cic.edu/member-services/online-course-sharing-consortium
[44] Acadeum, https://acadeum.com/
[45] Global Virtual Exchange Alliance, https://studyabroad.ust.hk/inbound/programs/virtual_exchange
[46] Towson University, Study Abroad Office, www.towson.edu/academics/international/abroad/
[47] AEA, Virtual Speakers, www.aeastudyabroad.com/virtual_speakers/

OTHER RESOURCES

There are a number of organizations that annually honor outstanding initiatives that are being conducted in international higher education.

1. INSTITUTE OF INTERNATIONAL EDUCATION – ANDREW HEISKELL AWARDS

   IIE's Heiskell Awards annually showcases the most innovative and successful models for internationalization of campuses, education abroad, and international partnership programs in practice. [https://www.iie.org/Research-and-Insights/Best-Practices-Resource/Award-Winners]

2. GOABROAD INNOVATION AWARDS

   GoAbroad presents annual awards recognizing innovation in international education. These awards acknowledge institutions, organizations, and individuals moving the profession forward.

3. PIONEER AWARDS

   The PIEoneer Awards are global awards that celebrate innovation and achievement across the whole of the international education industry.
   [https://pieoneerawards.com/2020/en/page/pieoneerawards]

NOTE

Gateway International Group has compiled this document to illustrate the some of the many ways institutions and organizations are responding to the recent acceleration of new and expanded approaches toward international learning and engagement. These examples are meant to be illustrative only and do not suggest endorsement or approval by Gateway International Group. Readers should employ professional discretion when reviewing these initiatives.

We hope this document has been useful. Please know that Gateway will periodically review and update this document. Direct any suggestions, thoughts or additions you may have to Dr. Anthony C. Ogden, aogden@gatewayinternational.org. Thank you.

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Your Gateway to next generation international education.

Through a combination of strategy, expertise and innovation, Gateway International Group seeks to accelerate international learning and engagement by assisting institutions and organizations around the world to succeed in a new era of higher education.

Check us out: https://gatewayinternational.org/