



Building Global Engagement through Classroom Content

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Overview

1. Problem
2. Two Cases:
 - a) Grant proposals for an NGO in Kenya
 - b) International organization to address a local need
3. Lessons learned for application
4. Questions

A scenic landscape of rolling green hills under a cloudy sky. The hills are covered in lush green grass and some trees, with a soft, hazy atmosphere. The sky is filled with light, wispy clouds, suggesting a bright but slightly overcast day. The overall mood is peaceful and expansive.

Problem

How do faculty build applied and globally relevant assignments into their course curriculum?

Case One

- Grant Proposals for a small NGO in Kenya

Objectives:

- Develop practical skills for students
- Create a meaningful product for an organization to promote their work

Findings | Case One

Qualitative assessment:

Reflection journals students responded to three prompts:

1. What did you learn about yourself through completing this assignment?
2. Please describe a challenge you faced when working on this assignment that did not have an easy solution.
3. How did you navigate that challenge?

(n=16)

Findings | Case One

“During this grant process, I may not have enjoyed myself the whole time. But, I can confidently say this has helped me to not only refine skills I have used before, but also build upon ones I was missing. While I am by no means a professional in writing grants, this project has been a huge step in the right direction in improving upon these skills... While many will complain, it is by far one of, if not the most helpful assignment I have been given throughout my college career.”

Findings | Case One

“I learned that I have a weakness in being able to fill in the little details. At the beginning of the project I knew exactly what we wanted to build and why we wanted to. But as we turned to writing the actual grant proposal, I found it more crucial to know all of the little details that went along with building [the project]. Writing the grant proposal made me expand my knowledge of writing professionally and more along the lines of what a large company would like to see...

Findings | Case One

...I also learned that I enjoy trying to play devil's advocate for the project itself. The ability to try and understand issues that might occur in the future was definitely a highlight of the project. Trying to solve these issues and find the best solution for the situation was challenging but rewarding.”

Findings | Case One

“Not knowing what grant proposals even were in the beginning of the semester, I wasn’t shocked that I had no idea it was a highly competitive process. Therefore, I’m thankful for this class because it has set me up for real life career experiences. Not only will grant writing skills set me apart from other competitors but it allows me to understand the funding process that goes behind every project.”

Findings | Case One

“This grant proposal assignment taught me a lot about grant writing in general and made me realize that this process interests me more than I thought it would. For somebody who genuinely enjoys writing, I was surprised by how much I enjoyed developing this project throughout the semester. Creating something that you know can truly help people in another part of the world is extremely fulfilling...

Findings | Case One

“... Whether the grant idea gets adopted or not, the process of building an entire project around improving the lives of the youth was intriguing. Most importantly, this experience has given me the skill of grant writing which makes me a better candidate for potential future jobs and internships in international development.”



Themes and Lessons Learned from Case One

- Underscore the significance of this work throughout
- Don't assume students recognize the transferability of related work
- Provide structure, but allow ambiguity

Case Two

- 5 undergraduate students (n=5)
- Identify an international agency or organization with which to partner to address a need defined by the organization
- Objectives:
 - Understand skills to match organizations with community needs
 - Develop partnership building skills

Case Two

- Weekly assignments
 - Students developed deeper understanding of work of agency/NGO
- Partnership development plan – weekly plan built on conversations/research for the org
 - Joint work efforts with organizations

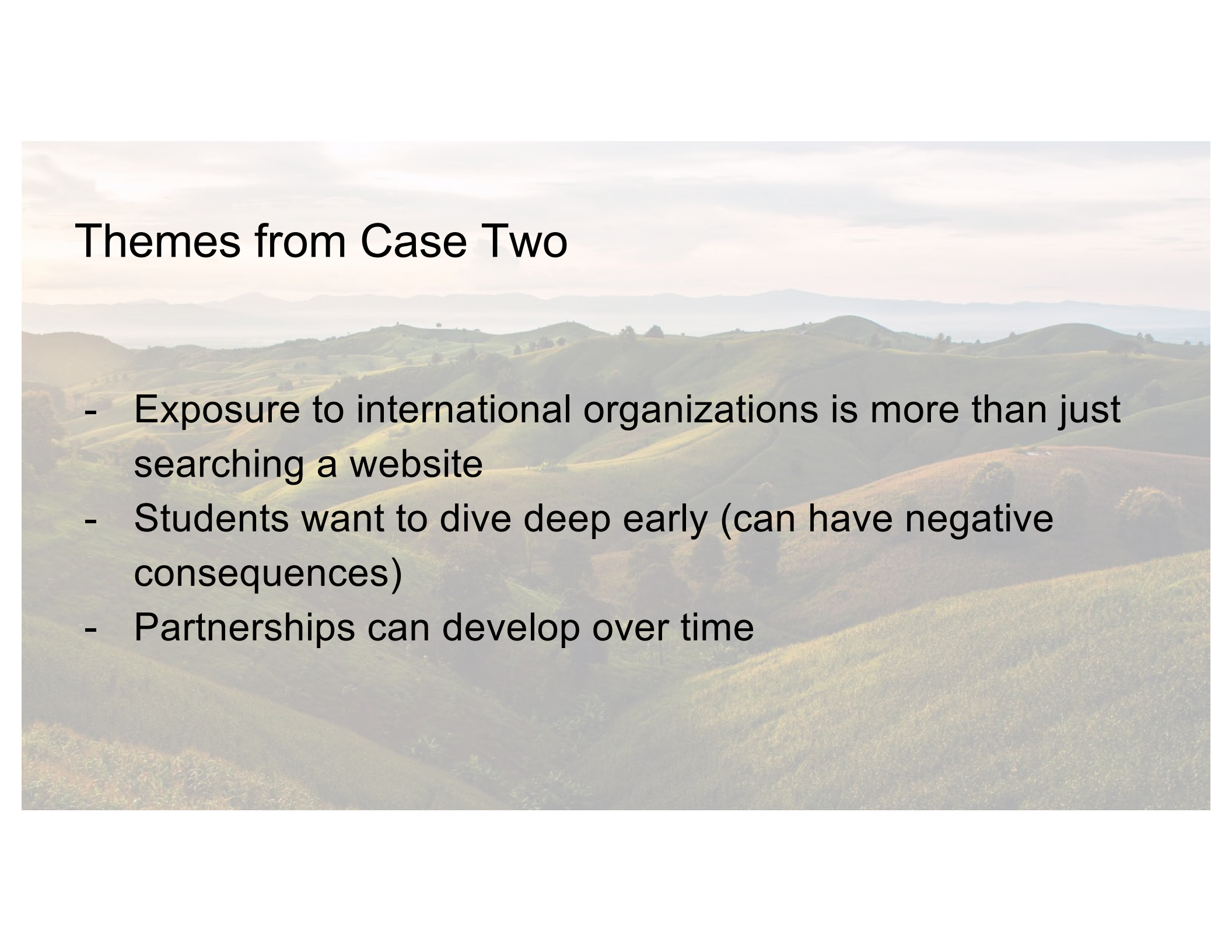


Findings | Case Two

“Although I was pushed out of my comfort zone, this assignment pushed me to believe in myself....to use the skills I learned in my other courses and put them to use in a [good] way.”

Findings | Case Two

“I wanted to work in an organization that was internationally based, but after this assignment, I have realized that there are a number of global organizations that are working here in the US and not just in DC. I have stretched my idea of what is global and what is international and how I might fit within these types of organizations.”



Themes from Case Two

- Exposure to international organizations is more than just searching a website
- Students want to dive deep early (can have negative consequences)
- Partnerships can develop over time

Lessons Learned from Case Two

1. Provide students with a list of organizations prior to the start of class.
2. Incorporate a virtual meeting(s) with a partner organization to talk with the students about the benefit of this type of assignment.
3. If there are more students in the class, give them the option to work in pairs.



**Questions
or
Comments?**