Overview

The mission of the Office of International Studies in Education (OISE) is to promote understanding of K-12 and post-secondary institutions, policies, practices, and cultures in diverse educational contexts around the globe. The OISE supports Michigan State University’s land grant mission to advance knowledge and transform lives by providing the knowledge and skills that enable our students and faculty to critically examine and apply solutions to challenging educational issues locally and globally: The OISE’s programs and outreach initiatives enable students, educators, and researchers to better meet the economic, environmental, social, and political challenges of our time.

The College of Education has a long history of international engagement and cross-cultural collaboration in research, teaching and outreach. In the fall of 2013, newly-appointed Assistant Dean for International Studies, Reitu Mabokela, determined that a review of the colleges’ priorities and activities would serve as a strong foundation for international work in the college going forward. In particular, it was decided the college needed to review the extent to which ongoing work and initiatives were aligned with the Bolder By Design (BBD) imperatives that frame the work of units and scholars across the institution. The six BBD imperatives are:

1. Enhance the student experience by expanding opportunities for where, when, and how our students learn.
2. Enrich community, economic, and family life through research, outreach, engagement, entrepreneurship, innovation, diversity, and inclusiveness.
3. Expand international reach through new strategic initiatives, research and economic development initiatives.
4. Increase research opportunities by expanding funding to support high-impact research.
5. Strengthen stewardship by nurturing the university’s financial assets, campus environment, infrastructure and people.
6. Advance our culture of high performance by elevating the quality and effectiveness of every product and process.

Priority Regions for International Engagement

Michigan State University has prioritized the development of international research and outreach endeavors in Asia, Africa, and Latin America: Areas where our outreach is needed the most and the potential for impact dramatic. Already, the college has several ongoing activities in these regions. Institutional partnerships with Southwest University (China), Beijing Normal University (China), and the Azim Premji Foundation (India) are strong and there is commitment to scaling up these relationships.
The college also provides student learning opportunities in Japan (undergraduate), China, Vietnam, and Indonesia (graduate). We are also well positioned to scale up initiatives that are underway on the African Continent. The Tanzanian Partnership Program is designed to promote sustainable and resilient communities in rural Tanzanian villages and link research to actual development programs. The college also offers learning and internship opportunities in South Africa and Botswana and is currently exploring other program development options on the continent.

In regard to Latin America, while the college currently provides two learning opportunities in Mexico (one program for HALE; one for all Ph.D. students), the Latin American region will be a priority for program development in 2014-2015. There are relatively fewer existing programs in this research and OISE seeks to create new opportunities in the near future. The recent faculty study tour in Cuba might provide the College the opportunity to strengthen its presence in this region.

**This Report**

Over the course of the Fall 2013 and Spring 2014, the OISE team assessed the college’s ongoing international activities and conducted a series of faculty meetings with each department. During those meetings, faculty members expressed their priorities and ambitions for international work. Ideas were sought for priorities at the undergraduate, graduate, and faculty level. Faculty attending were asked to respond to the following questions:

- Where are we now in terms of the purpose and focus of our international work?
- Where are going? How will we get there?
- How, if at all, are we aligning our goals with the institution-wide Bolder by Design imperatives?

The data the OISE collected about ongoing work were then crosswalked with the institution-wide BBD imperatives. We discovered that much of the ongoing international work in the college indeed aligned with the BBD imperatives: However, the explicit connection between that work and BBD as a guiding framework was not always articulated. Based on departmental input and follow-up analyses, the OISE has developed a set of priorities for the 2014-2015 that are both realistic for the college and are explicitly in keeping with the BBD imperatives.

In the report that follows, a brief rationale of our ongoing activities is provided and their connection to BBD is noted, as appropriate. As this document is also an OISE work plan, specific, expected outcomes for the 2014-2015 academic year are also highlighted in the following core areas: (1) international education, (2) international research, and (3) international outreach.

I. **International Education, Student Learning & Faculty Support**

The college intends to focus on both enhancing the quality and increasing the quantity of international programs next year (BBD6). Internationalizing curriculum here in East Lansing and providing international experiences abroad are both priorities for the college as such initiatives enhance the overall student experience (BBD1). The college seeks to stay at the forefront of redefining study abroad as an experiential learning opportunity that connects programs to academic priorities, professional development, and intercultural skills development. A priority in 2014-15 will be more focused support
for international students and their adjustment and contribution to the MSU community (BBD2). The college also seeks to reframe the internationalization of higher education as a process of creating a global network of networks that link partner institutions and sectors worldwide in order to better focus on challenges and opportunities of common interest (BBD3). Time and resource investments in all the above areas will be monitored by the OISE in order to understand impact and effectiveness of our work (BBD5).

**Outcomes Expected in 2014-2015**

OISE:

- Completed, comprehensive analysis of study and learning abroad opportunities and challenges (finished on April 21st, 2014). The results of this study inform this report.

- Redirection of funds from one of the current graduate programs (*Fellowship for Enhancing Global Understanding*) to support a new fellowship program for undergraduate students in order to increase opportunities for undergraduates to study abroad.

Students:

- 10% increase in the number of students participating in undergraduate study abroad programs accomplished through focused recruitment and raising program visibility, scholarship support from the Dean’s office, highlighting “the student voice” in recruiting, enhanced OISE website about study abroad options, targeting under-represented student groups in recruitment, provision of a college-wide Study Abroad (SA) fair, and OISE stewardship of the recruiting process; no study abroad program closures in 2015 is also a goal.\(^1\)

- Enhanced quality of student experiences in undergraduate study abroad. This will be measured by greater monitoring of the student experience (survey and evaluation data collected from both students and faculty), improved training of study abroad leaders and provision of resources, and increased accountability in terms of program quality. OSA-conducted student evaluations of programs will be used as baseline data in 2014-15. Feedback loops will be systematized and suggestions and recommendations heard and incorporated.

- Enhanced sense of community and the connectivity of *international students*\(^2\) to the college in East Lansing by (1) provision of a comprehensive cross-cultural orientation program to international students in the fall, and (2) requiring FEGU alumni to contribute time (20 total hours) as facilitators of cross-cultural training during orientation or mentoring international students throughout the first semester.

- Improved quality of life of *international students* in the college and increased learning opportunities for U.S. students in both the college and in mid-Michigan, K-12 schools, through the provision of cultural programs through which students can better connect to the local community; E.g. school and other institutional visits, meetings and events with Americans,

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\(^1\) In 2014, 1 college study abroad program (Israel) was cancelled due to low student enrollment.

\(^2\) Currently there are 231 total international students in college, 30 undergraduate. They come from 39 countries with China and Taiwan accounting for approximately half, while 51 students are from the Republic of Korea.
opportunities to present about their own culture(s) and countries, and other activities designed and led by the OISE team.

- Increased focus on getting graduate students to connect their academic research to outreach and other projects such as work with the Azim Premji Foundation, the Tanzanian Partnership Program, and study abroad and study abroad fellowship programs.

- Increased quantity of activities for both undergraduate and graduate students participating in student-led symposia, brown bags and presentations about their learning from study abroad experiences, and their international research. 2014 Baseline for undergraduates TBD.

- Increased opportunities for international student internship opportunities in South Africa and other locations as developed by faculty in priority regions.

Faculty:

- Improved Fellowship for the Enhancement of Global Understanding (FEGU) program quality (on program) will be attained through increased opportunities for students to engage with people from the host country during travel; past Fellows have reported that such interactions enhanced their Fellowship experience and deepened their learning. Ideas for incorporating such activities into program design will be shared with faculty leaders.

- Improved design and overall leadership of study abroad programs will be promoted by the OISE through the provision of a faculty workshop, a Faculty Resource Handbook, study abroad resources, reference materials, planning tools, notes from the ISP’s study abroad team meetings.

- Strengthened linkages with existing partner institutions such as Beijing Normal University (China), Southwest University (China), Azim Premji Foundation (and university) (India), Tanzanian HEIs engaged in the Tanzanian Partnership Project, will be encouraged through the provision of more information about opportunities for student exchanges, faculty research and collaborations.

- Growth in the college’s network of those who share our international objectives and have potential to return international benefits to Michigan (examples: Azerbaijan Educational Leadership Initiative, the College’s Faces of Cuba... Education and More travel program to Cuba). We will assist in building cross-college, cross-continental, and interdisciplinary consortiums focused on the issues, questions, and opportunities that require international perspectives, research and engagement.

Ongoing Projects and Initiatives in International Education

- The Global Educators Cohort Program (GECP) is a specialized teacher preparation program focused on integrating global and international perspectives into teaching. GECP students receive mentorship by faculty, practicing teachers, and administrators with expertise in international education. Students participate in an international experience at some point during their time in the program (e.g. study abroad) and have the option of a short-term study experience in Beijing, China, in order to learn more about the Chinese education system and
culture.

- **Study Abroad Programs;** 11 total programs offered for undergraduates, the total number of participants for 2014 will be 127, considerably more than 79 students in 2012, and up from 94 in 2013. The number of programs offered went from 4, to 6, to 7 in 2012, 2013, and 2014, respectively. The goal of a 15% increase in enrollment means getting to 146 total students in 2015.

- The **Fellowship for Enhancing Global Understanding (FEGU)** is a Ph.D.-level study abroad program (2-3 weeks) with substantial financial support provided by the college. Graduate students engage deeply in cross-cultural learning that promotes long-term relationships with academic and secondary educators in the countries visited. Recent destinations have included China, Vietnam, Indonesia, Cyprus, Mexico, and Botswana.

- The **International Experience in Higher Education (HALE department)** seeks to provide graduate students with an opportunity to understand how local, national, and global forces interact in shaping the higher education landscape in different countries (Mexico, Finland, South Africa, and in previous years, the U.K). Students develop a deeper appreciation of higher education but also develop tools useful for conducting comparative and international higher education work.

- The **Southwest University Partnership** exchange program is a reciprocal exchange program with graduate students from both institutions. After the MSU FEGU visit to SWU in May, a delegation of Chinese scholars and students spend seven months on the MSU campus learning more about U.S. education and education research. The Chinese students also share about the Chinese system and culture through field trips, symposium, school visits, and other events and activities.

- The **Confucius Institute (CI-MSU)** was established in May 2006. It is a collaborative effort of Michigan State University, the Office of Chinese Language Council International (Hanban), and Open University of China. CI-MSU is a leading Confucius Institute, offering innovative programs and services to meet the rising demand for high-quality Chinese language and culture education worldwide. It has been selected for three consecutive years as the **Confucius Institute of the Year** by the Chinese Ministry of Education.

### II. International Research

Over forty faculty members in the college of education are currently (or have been in the recent past) involved in international research endeavors in some capacity. In alignment with **BBD**, we seek to foster research initiatives that can provide tangible benefits to the poorest countries. Our educational research addresses the social, economic, health and other challenges of constituent populations, especially in the most challenging contexts (BBD4). Several ongoing outreach projects (**Tanzanian Partnership Program** and **Azim Premji** for example) have both research and outreach components to them. Co-developed research agendas in which research is done in close collaboration helps form strategic alliances and long-term relationships with our partner institutions (BBD3). The college is also active in STEM work in the international arena. Through collaboration across disciplines, the **CREATE** project seeks to improve teaching and learning in the STEM disciplines for students from grades K-16.

- Pursuit of external research funding to support new faculty research initiatives. The initial target for such funding is $250,000.

- Reduced transaction costs for faculty engagement through greater assistance by OISE in targeting international locations and research themes, identifying areas of potential success in gaining collaborators and awards, and managing post-award requirements.

- Greater promotion and awareness of award opportunities with support for faculty research from OISE.

- Strengthened relationships with partner institutions through the promotion of mutually beneficial research agendas for graduate students and faculty in institutions in India, Tanzania, Azerbaijan, and other countries in Africa and Latin America, in keeping with MSU-wide priorities.

- Improved distribution of research results to a wider audience for such projects as Graduate Learning Experience and Outcomes (GLEO), Azim Premji Foundation partnership and others.

Ongoing Projects and Initiatives in International Research

- The Center for the Study of Curriculum (CSC) at Michigan State University focuses on research related to curricular issues in K-12 schooling, assessment theory, and the effects of curriculum on academic achievement. A special focus concerns the U.S. Common Core State Standards for Mathematics, teacher education and preparation, and student achievement. Other research topics include educational policy related to mathematics, science education, and testing in general. The center was formed in 2012 to house numerous research projects, including the analysis and collection of large data sets on educational issues and student achievement in the U.S. and around the world. The CSC has served as a leading hub of research on data from international assessments such as TIMSS, PISA, TEDs-M, and PROMISE.

- Teacher Education and Development Study (TEDS-M) is a comprehensive, cross-cultural study of teacher preparation in mathematics funded by the International Association for the Evaluation of Educational Achievement (IEA). The college of education serves as the major international study center for this study which compares preparation of mathematics teachers in 17 countries. TEDS-M is the first IEA comparative study to address tertiary education.

- DOCTRID Research Institute was launched by the rehabilitation counseling faculty and the large-scale Daughters of Charity Service in Ireland. DOCTRID (Daughters of Charity Technology and Research in Intellectual Disabilities) will be one of the world’s largest connected efforts to improve life for individuals with intellectual disabilities such as autism.

- CREATE for STEM is an MSU- sponsored research Institute with a broad mandate for Collaborative Research in Education, Assessment, and Teaching Environments for the fields of Science, Technology, Engineering, and Mathematics (STEM). The Institute is a joint endeavor of
the College of Natural Science and the College of Education, in coordination with the Office of the Provost. CREATE brings together STEM faculty and faculty from the College of Education, and serves as an springboard and a hub for innovation, research, and intellectual collaboration, and helps bring to fruition ideas and projects that will make a difference in the teaching and learning of science and mathematics for all learners regardless of their cultures or experiences.

- With the support of the United Nations Children’s Fund, Dr. Amita Chudgar is analyzing large-scale quantitative evidence and developing in-depth country case studies to develop the most systematic, cross-national understanding of teacher distribution available to date. New data and information will foster policy solutions to ensure an equitable distribution of high-quality teachers for all children, especially marginalized children. The work has been done in India and Tanzania.

- The Graduate Learning Experience and Outcomes (GLEO) project is managed by a team in the Higher, Adult and Lifelong Education department (HALE). The project conducts research on graduate education abroad experiences across the country. While there is considerable information and research on study abroad at the undergraduate level, research on graduate study/education abroad is almost non-existent, despite its increasing popularity in universities across the nation.

#### III. International Outreach

In international outreach our Bolder by Design endeavor is to lead in reputation and in practice as an institution that is experienced and effective at meeting our historical land grant mission of outreach across the world (BBD2). We focus our outreach and activities on big ideas – helping create sustainable, prosperous and resilient communities, particularly in the most disadvantaged populations and communities. Our priority regions are Asia, Africa, and Latin America and we seek to grow external support from agencies such as USAID, foundations such as the Bill and Melinda Gates Foundation, and others who share our values and objectives (BBD3). We measure our successes and sustain a culture of accountability in our work (BBD6).


- Pursuit of external grants to support new outreach and development projects in 2014-2015. The initial target in this area is $250,000.

- Increased focus of our international outreach endeavors on the big ideas - helping create sustainable, prosperous, and resilient communities, particularly in disadvantaged and challenged populations.

- Improved alignment of our multi-disciplinary work and initiatives with institution-wide objectives, across colleges.

- Increased funding for research as an essential component of development work.
Ongoing Projects and Initiatives in International Outreach

- The Tanzanian Partnership Program (TPP) promotes multi-disciplinary research in sustainable, community development. College of Education doctoral students and faculty work with Tanzanian partners to plan, implement, and evaluate innovative education projects in two rural Tanzanian villages where most residents live below the poverty line. TPP links university and field-based scientific research in order to help villagers meet everyday challenges in overcoming poverty (health, environmental, agricultural, access to water and basic education, etc.). For the upcoming year the education work in TPP will focus on three majors areas: 1) Early Childhood education; 2) Girls’ Education; and 3) Continuing professional development for teachers and school leaders.

- Through the Azim Premji Foundation, the college has established a strong partnership in India with the Azim Premji University (APU). The Foundation’s aim of creating a more just and equitable society parallels the MSU’s land-grant tradition of public outreach. The college is assisting the leaders of the new APU develop a high-quality graduate school of education in Bangalore. The goal of APU is to foster young talent and create new knowledge to serve India’s educational system. MSU education professors have conducted faculty workshops and reviewed curriculum for two master’s degree programs (in education and teacher education) for this new institution which expects to enroll up to 3,000 students within the next five years. The sharing of knowledge among faculty from APU and MSU could ultimately extend to include student exchange trips and joint research efforts.