



# A Global Start: Education Abroad Programming for First Year Students

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# Today's Topics

- Introductions (Grace and Kelly)
- What is a Global Start?
- Who studies abroad?
- Examples of Current EA for FYs
- A Global Start: Why?
- Planning considerations
- Program development exercise





# Introductions

In rows, share

- College/Unit
- Position

Show of hands

- Who currently has international opportunities for first year students?





# What is a “Global Start”?

- Who: first year students
- When: during first year, preferably during winter or spring break
- What: faculty led short term program with a broad focus
- Where: wherever makes sense for your group; keeping affordability and distance foremost in mind
- High impact learning





# Who studies abroad (NSSE Data 2016)

## Plans as freshmen vs seniors

- 51% of freshmen have or plan to study abroad
- 26.8% of seniors have or plan to study abroad

## Student self reported during the senior year

- Female students 22%, Male students 12%
- White 19%, International 19%, Black 15%, Asian 12%, Hispanic 12%
- Traditional students 23%, Non-traditional 5%
- Non-first generation 22%, First generation 11%
- Full time 20%, Non-full time 8%
- On campus 25%, Off campus 18%



# Examples of Ohio State's First Year Education Abroad programs

- CFAES: First Year Experience
- London Honors
- First Year Seminar: Why we Travel
- FCOB Freshman Global Lab
- Newark campus programming
- Architecture





# Why a First Year Program?

## Surface level reasons

- Education for Citizenship
- Offers students an early development opportunity
- Connects students of similar interests early
- Builds friendship
- Provides a forum to connect with faculty/staff early
- Increases study abroad participation for underserved audiences
- Build awareness of and support for the Global Option





# Less obvious reasons

- Introduction to interdisciplinary approach to problem solving
- Starts conversation with parents early
- Creates a point of competitive advantage
- Contributes to sense of belonging
- Creates a reservoir of experience to draw upon during undergraduate career
- Builds core of students with global experience/competencies throughout the academic unit/college
- Faculty opportunity to lead
- Staff opportunity to assist
- Point of pride for college/unit advancement/development
- Increases self-efficacy for study abroad (faculty and students)







# Planning Considerations



# Why Winter or Spring Break?

- Plays well with marketing and student registration
- Pre-departure course creates a network from the beginning
- Establishes independence early
- Doesn't interfere with college activities
- Does not interfere with summer jobs
- Captures the excitement and energy that first years are known for (pre sophomore slump)





# Content for the Pre-Departure Course

- Cover general concepts (critical thinking, cultural competence)
- Travel logistics (assuaging fears is important)
- Clear expectations and practice (Preflection)
- Guest speakers from around campus to brief students on history, economy, and other issues relevant to the program
  - Area Studies
  - Local field trip (to practice informal learning skills)
  - Group preparation of meal
  - Other ideas

*Contact hours are added to in-country time for 3 credits total*





# Best Location

- A location in which you can find significance related to your academic unit
- Keep the airfare reasonable (central/South America/Caribbean)
- This generation is very interested in making a difference; tie in a means for exploring social justice issues or service





# Important program design aspects

- Include all costs, except incidentals (airfare, lodging, food)
- Strategic planning of activities: keep them busy
- Evaluation of the program annually
- A balance of culture and academic content
- Guided reflection on a daily basis
- Content appropriate for first years
- Opportunities to connect with culture in smaller groups
  - Homestay with 2-3 students;
  - Assignment to visit market
  - Small group tasks to do “ordinary” errands while in country





# Special Considerations

- Parents need to be involved
- Opportunity to help parents understand independence
- First years are typically psychosocial development “Stage 2”
  - They need a lot of direction and details
- How will they use it in their degree regardless of major?
  - Some may change their major and they will want it to count





# Past Participant Quote

“Jumped started my **global awareness**, skill not taught in high school. Showed me I loved to travel. Boosted my confidence.”





# Past Participant Quote

“The experience was one of the greatest I have had at The Ohio State University because it opened my eyes, heart, and mind to the world around me. **It helped me gain confidence in my studies.**”







# Participant Survey

“It opened me up to the world of agriculture outside the US and got me interested in studying food systems around the world. **I also got to know a lot of new friends in CFAES that I still am in contact with.** Finally, this trip made me view people of other cultures as more similar to myself than I had previously perceived.”





# Potential Benefits for College/Unit

- Provides reasons to be involved in admissions and orientation
- Market study abroad in general through promoting this program
- Exposing faculty to study abroad as guest speakers in pre-departure course
- Multiple units connected to teaching and current issues





# Questions to Ask Yourself

- What would the benefits be for your College/Unit?
- What would be the ideal program for your first year students?
- Who would be in your target audience (all, specific major, background, class)
- Are there other opportunities?
- Who are key people you would work with?
- What is unique to your College/Unit?
- Where are your potential ideal locations?





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