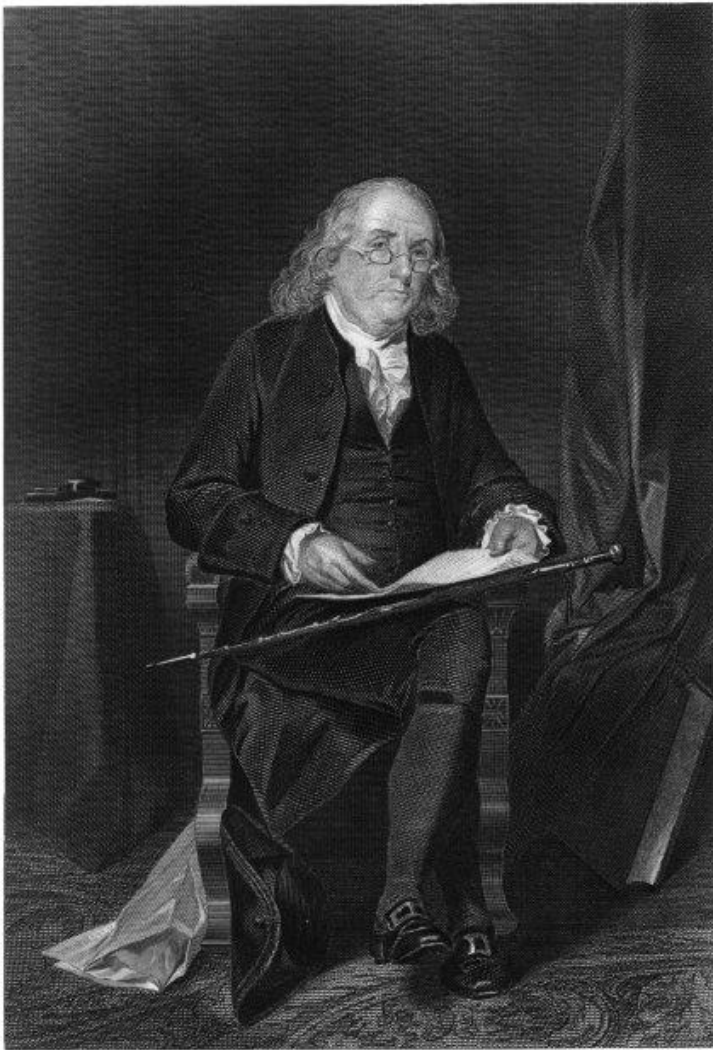




Leading the Way: On the Front Lines of Experiential Learning

Peter Adams, Senior Vice President
WorldStrides Educational Partnerships



Benj. Franklin

*“Tell me and I forget,
teach me and
I may remember,
involve me
and I learn.”*

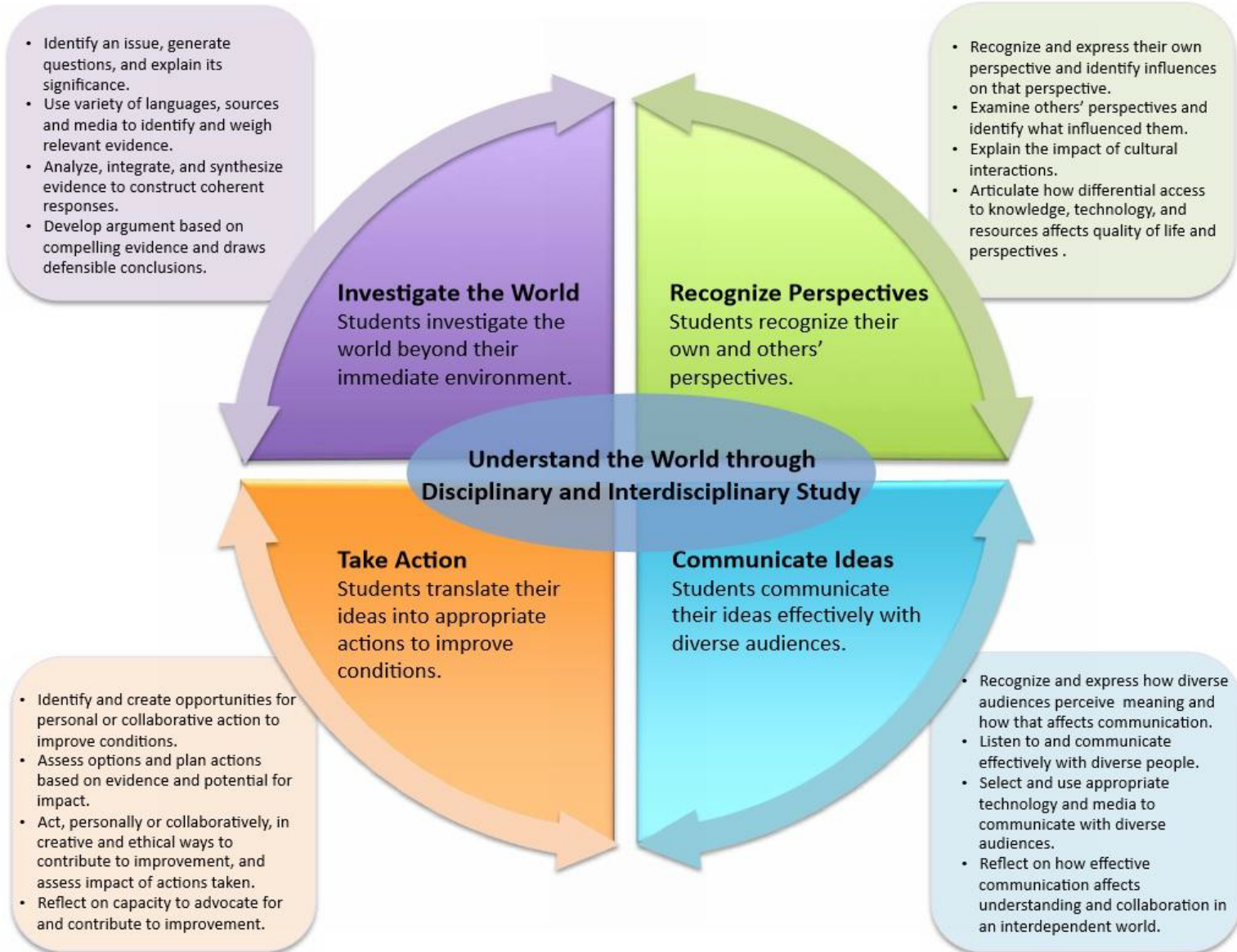
Benjamin Franklin



Welcome to our Panelists

- Clare Sisisky, Executive Director, Global Education Benchmark Group
- Dan Carmody, Vice President for Global Mission and Identity, Hyde Center for Global Education, Boston College High School, MA
- Jesse Nickelson, Director, Global Education, Office of Teaching and Learning, District of Columbia Public Schools, DC
- John Hughes, Director of Experiential Education, The Lawrenceville School, NJ

Asia Society – Global Competency Matrix





Targeted Growth Outcomes

The Asia Society's framework comprises four components of global competency education.

How are we preparing students to:

- Investigate their world beyond their immediate environment;
- Recognize their own and others' perspectives;
- Communicate their ideas effectively with diverse audiences; and
- Translate their ideas and findings into appropriate actions to improve conditions.





Clare Sisisky, Executive Director
Global Education Benchmark Group

Highlight Programs from GEBG Community

Pioneer Programs from the GEBG Community

- The Global Education Benchmark Group is a non-profit organization that supports and serves member schools in all aspects of global education
- 250 member schools around the world
- www.gebg.org



Comprehensive and Integrated Travel Programs

Holton Arms School, Bethesda, Maryland –
Service Towards Sustainable Development

Appleby College, Ontario, Canada
Inter-Cultural Competence

Collegiate School, Richmond, Virginia
Leadership Development





Appleby College, Ontario

Intercultural Learning Program
For 9th Grade Students

INTERCULTURAL LEARNING PROGRAM

Program Objective:

To create a culture of inter-cultural understanding on campus and in the classrooms after the program

Student Outcomes:

- Cultural immersion program allowing students to broaden their perspectives outside their own culture and enhance their self-awareness
- Students understanding multiple aspects and influences of culture, including language, religion, the arts, history, geography and globalization
- Inspires students to be leaders in creating a future where active citizenship can impact the world

Appleby College, Ontario

Program Design:

- Pre-trip meetings and curriculum
- Evening sessions with set curriculum around cross-cultural understanding and reflection
- Curriculum consistent across destinations, and focused on student outcomes
- Locations include Europe, Asia, Africa, Australia, Latin America
- Locations vary from year to year



Holton Arms School Maryland

Junior Journey Program
For 11th Grade Students



Holton Arms School, Maryland

JUNIOR JOURNEYS PROGRAM

Program Objective:

To empower students to lives of service and leadership through understanding sustainable development

The Program uses the Asia Society model of global competency with curricular focus on the UN Sustainable Development Goals in context.

Program is designed for students

- To investigate the world
- To apply disciplinary and interdisciplinary expertise
- To understand multiple perspectives
- To take responsible action

Holton Arms School, Maryland

Program Design:

- One trimester course for 11th grade students that culminates in an experiential program in India, Peru, or China
- Course required for all programs
- Consistent focus on global competency based student outcomes
- Specialized focus on different UN Sustainable Development Goals depending on location
- Service connected to helping students understand the Goals
- Travel takes place in June
- Significant financial aid built into budget





Collegiate School, Virginia

- Senior Capstone Program
- For 12th Grade Students



Collegiate School, Virginia

SENIOR CAPSTONE PROGRAM

Program Objective:

To develop students as compassionate leaders

Student Outcomes

Compassionate Leaders that are:

- Mindful
 - Adaptable
 - Reflective
 - Resilient
 - Courageous
- Uses common tool to assess student growth and outcomes





Senior Capstone: Compassionate Leadership

Student Name: _____

Person Completing Assessment: _____ Relationship to Student: _____

Timeframe of Assessment: Start of Capstone/Mid-Capstone/End of Capstone (please circle one)

Compassionate Leadership Traits	NEVER	RARELY	SOMETIMES	USUALLY	ALWAYS	COMMENTS
Mindful						
Focuses on being intentionally present						
Values introspection and clarity of thought						
Demonstrates compassion for all						
Adaptable						
Responds willingly to the demands of the moment						
Stays productive even when plans change						
Shows flexibility						
Reflective						
Articulates self-awareness of own emotions, motivations, beliefs, and goals						
Observes interpersonal relationships in order to promote healthy dynamics						
Responds to the needs of the situation and others based on insight						
Resilient						
Faces the reality of the situation						
Improvises solutions in order to progress through difficulty						
Makes meaning out of hardship over time						
Courageous						
Maintains ethical behavior publicly and privately						
Trusts in the abilities of others and is receptive to collaboration						
Takes initiative in order to pioneer new ideas						

Program Design:

- Ten different capstone one-semester course offerings, three with significant global experiences embedded, students must choose one of ten options

- Three courses with global focus are:
 - Human Rights in Mexico
 - International Economics and Business in China
 - Global Economy and the Environment in the US with 10 international partner schools

- Global courses part of the International Emerging Leaders Program

- Travel to Mexico and China takes place during the semester and required

- All use Design Thinking

- All use common reflection and assessment tools









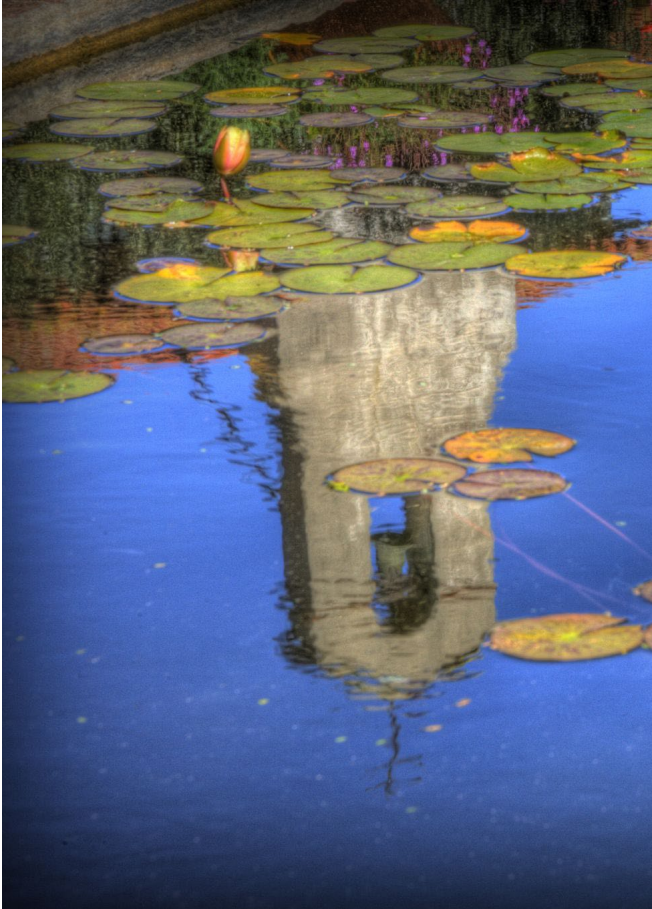
The Importance of Reflection

“We do not learn from experience, we learn from reflecting on experience.”

John Dewey

The relationship between experience, reflection and growth is well-documented and typically has four stages:

- Participating in a new experience
- Reflecting on observations and feelings
- Adjusting one’s worldview
- Applying insights in practical ways



Positive Benefits of Reflection



Taking time to reflect on your experiences has a positive effect on:

- Personal development
- Sense of perspective
- Comprehension
- Fact recall

The process of reflective writing can help you:

- Become more self-aware
- Appreciate opportunities
- Get to know your strengths and weaknesses
- Pinpoint any fears and worries that may be holding you back
- Define what your values are and where your interests lie
- Question any generalizations or stereotypical views



You can lay the groundwork for reflection through:

- **Awareness:** As you embark on a new experience, keep your eyes open for opportunities for reflection.
- **Outcomes:** Ask yourself what you hope to learn from the experience and what your goals are.
- **Mindfulness:** During any new experience, try to stay in the moment to absorb as much as you can.
- **Observation:** Aim to be a neutral observer wherever you are, much like David Attenborough narrating a nature documentary.
- **Expression:** During reflection, feel free to write whatever comes to mind without worrying if others are having similar thoughts or not.





Jesse Nickelson, Director, Global Education, Office of Teaching and Learning, District of Columbia Public Schools, DC



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Making Study Abroad Accessible

Study Abroad as a Key
Component to Developing
Global Citizenship



Why is Global Education Important?

Ensures that our students are best prepared not only to eventually join a global workplace and economy, but also to take advantage of the many international opportunities here in Washington, DC.

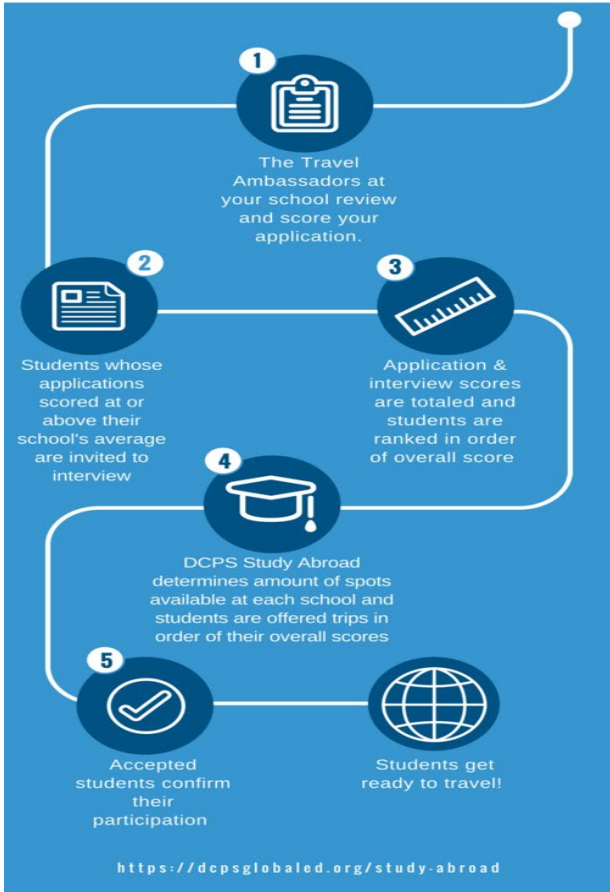
Making Study Abroad Accessible



Every student deserves a world of possibilities; that's why DCPS developed a study abroad program.

DCPS Study Abroad helps ensure that our global citizens have access to global experiences, so that travel becomes the expectation rather than the exception for students. DCPS' 8th grade, 11th grade, Certificate 3, and Opportunity Academies students who are studying a World Language are eligible for short-term study abroad programs targeting language immersion, cultural immersion, and service learning.

What Happens After I Apply for DCPS STUDY ABROAD



DCPS Study Abroad Destinations







IMPACT

- Students gained an interest in and respect for other cultures.
 - Students were more likely to consider themselves “world citizens” after studying abroad, and many reported a greater interest in community service.
 - Students reported making new friends during study abroad and valued the peer-to-peer relationships built during the program.
 - Students found speaking a language other than English to be challenging, enjoyable, and rewarding. Students often expressed an increased desire to learn a world language.
-



IMPACT

- Many students reported increased feelings of gratitude and greater motivation to learn after .
 - Student engagement appeared to improve after travel abroad in certain areas, but their adaptability and intercultural sensitivity did not appear to be strongly affected.study abroad
-



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Lessons Learned and Looking Forward



Improvement of Educators

	Improved extremely	Improved moderately	Total
Investigating the world	73%	21%	94%
Recognizing perspectives	71%	27%	98%
Communicating ideas	73%	23%	96%
Taking action	62%	29%	91%



DCPS Overarching Safety & Risk Management Requirements

Insurance Provisions

- Commercial Umbrella or Excess Liability - provide policy with \$25,000,000 per occurrence and \$25,000,000 in the annual aggregate.
- Cyber Liability Insurance - provide Insurance, with limits not less than \$5,000,000 per occurrence or claim, \$5,000,000 aggregate.
- Sexual/Physical Abuse & Molestation - provide \$1,000,000 per occurrence limits; \$2,000,000 aggregate of affirmative abuse and molestation liability coverage.
- Kidnap & Ransom – should be insured or have a signed waiver / hold harmless in place

Professional Infrastructure and Experience

- Have at least twenty (20) years of experience supporting short-term international educational travel for middle and high school students at a scale of at least 10,000 students per year.
- Provide dedicated 24/7/365 emergency response support, with the ability to respond to phone calls and emergencies on tour and communicate emergencies at travelers' homes—including flight coordination and support in case of missed, cancelled, or delayed flights.
- Vendor must provide emergency contact number, agrees that DCPS can call and test this number without warning

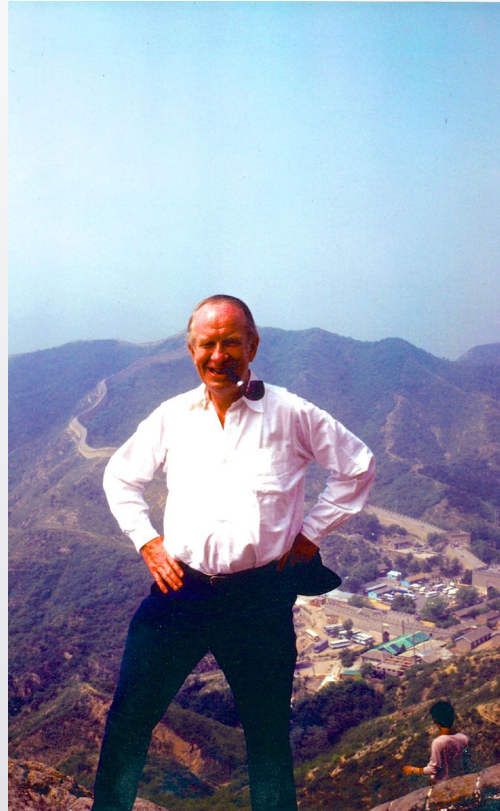


HYDE CENTER
FOR GLOBAL EDUCATION

BOSTON COLLEGE HIGH SCHOOL

Dan Carmody, Vice President for Global Mission and Identity, Hyde Center for Global Education
Boston College High School, MA

Larry Hyde:
A Pioneer
for Global
Education



The World is our House...

- Argentina, Australia, Belize, China, Costa Rica, Dominican Republic, Ecuador, England, France, Guatemala, India, Ireland, Rome, Rwanda, Scotland, Tanzania
- Coming Soon: Vietnam, Poland, Columbia

Explore...
THE WORLD

Program destinations are an accurate representation of offerings on an annual basis and are subject to change.

In the Hyde Center, we build partnerships, not programs. With over 1,000 Jesuit schools around the world, we study, retreat, and serve with communities all sharing in the same mission — as men and women for others.

15 ACADEMIC SERVICES & RETREAT PROGRAMS
200 STUDENTS TRAVEL ABOARD ANNUALLY
35% OF SENIORS HAVE STUDIED ABOARD

Destinations marked on the map include: Glasgow, Scotland; Dublin, Ireland; Rome, Italy; Beijing, China; Santiago, Dominican Republic; Paris, France; Harbin, India; Belize City, Belize; San Juan, Costa Rica; Panama, Guatemala; Quito, Ecuador; Buenos Aires, Argentina; Kyoto, Rwanda; Dar Es Salaam, Tanzania; Harare, Zimbabwe; and Sydney, Australia.



It's About
Partnerships,
Not
Programs





A profile of the Global Graduate at Graduation...



Confidence
in
Multicultural
Settings



Empowered
Leadership



Impassioned
Worldview



Authentic
Relationships



Deeper Sense
of Potential
and Direction





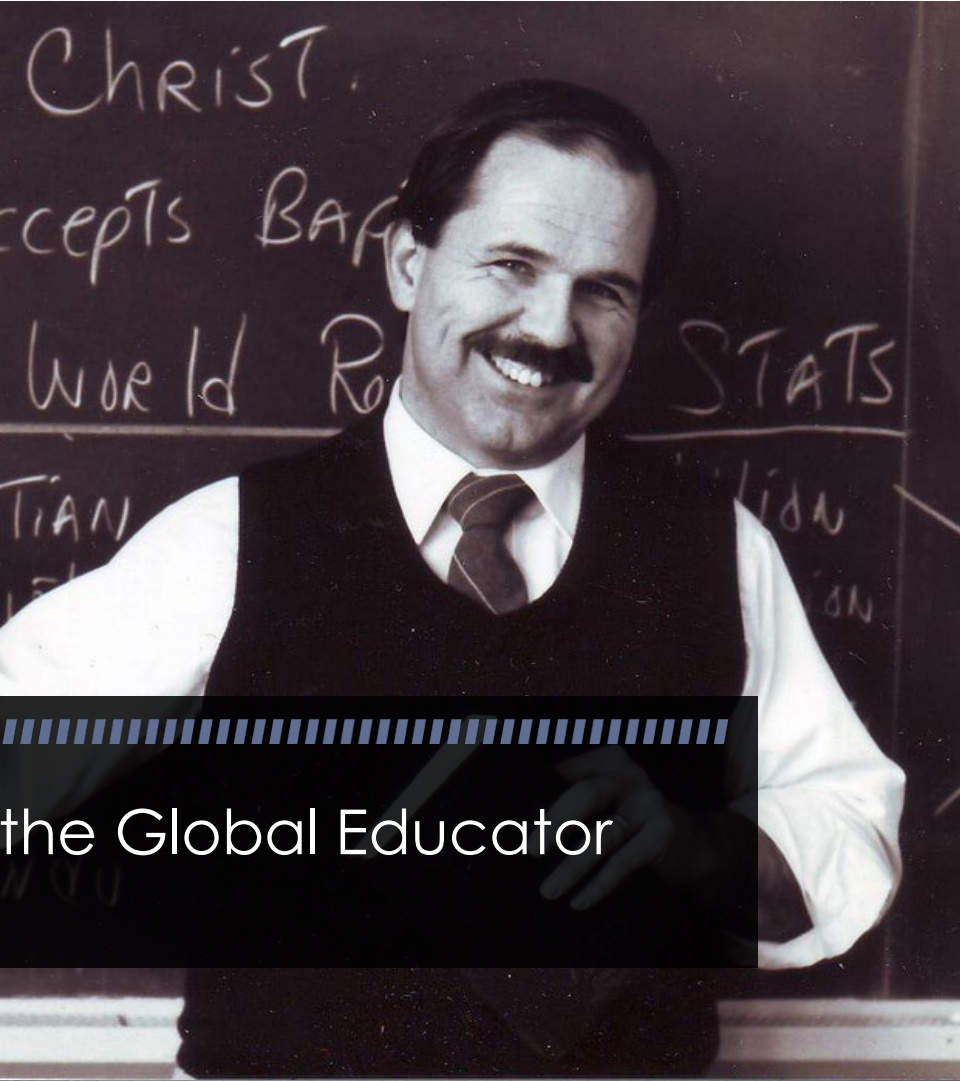
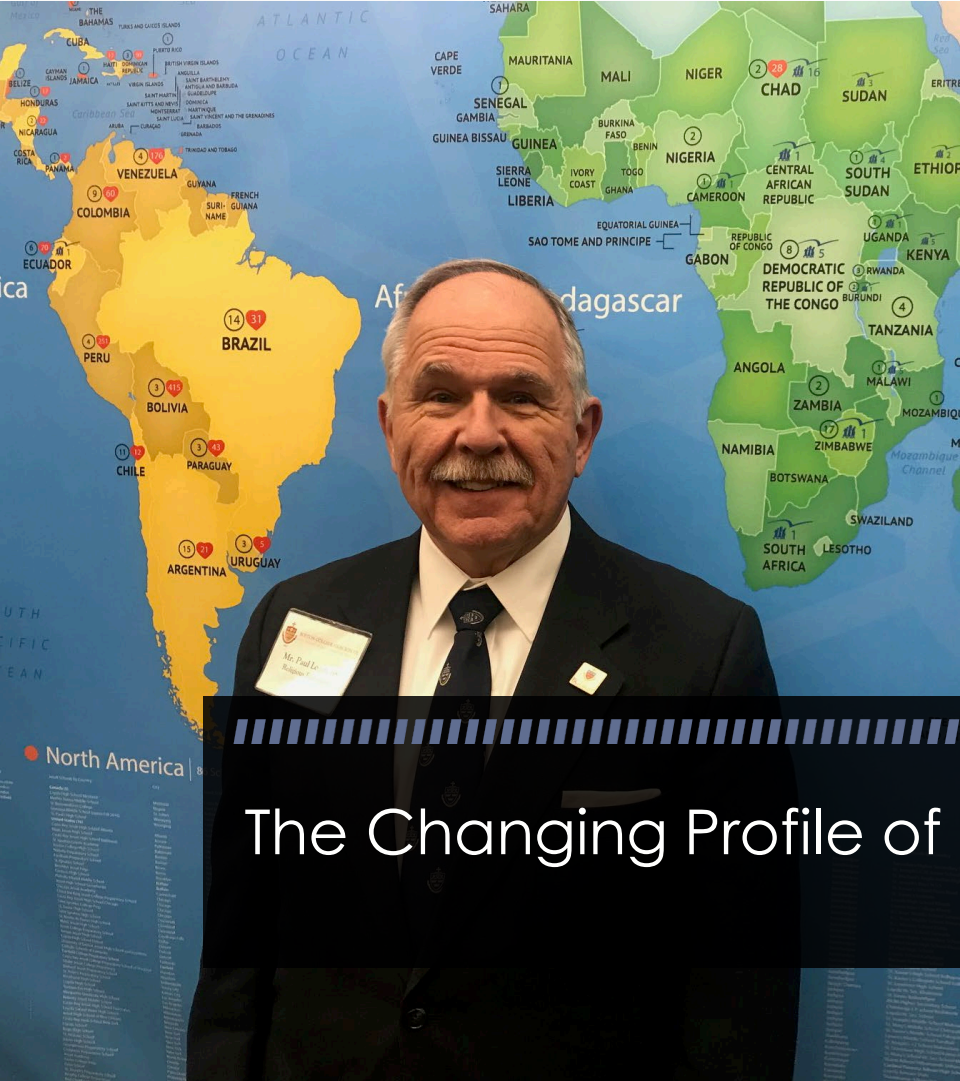
BC HIGH
The Jesuit School for Boys, Grades 7-12

1863
BC HIGH
A Jesuit School for Boys, Grades 7-12
HYDE CENTER
FOR GLOBAL EDUCATION
BOSTON COLLEGE HIGH SCHOOL

**GLOBAL EDUCATION: PERSPECTIVES,
METHODS AND MODELS FOR
IMPLEMENTATION**

PRESENTED BY MRS. BENNETTE

A school wide approach to
global learning...



The Changing Profile of the Global Educator



Six Guiding Pillars...



A special invitation to apply

The purpose of the Albert H. Small Normandy Institute is to preserve and disseminate to young people and future generations the truth that “Freedom is not free,” but requires sacrifice. By teaching young people about D-Day and helping educators to teach about it, the Institute hopes to convey Mr. Small’s message as widely as possible.



Research

Follow a soldier from your hometown through combat and write their biography with help from the DC National Archives



Explore

Walk the beaches of Normandy, the fortifications of the Atlantic Wall, and the streets of Paris



Present

Give your soldier’s eulogy at the American cemetery in France and publish your paper in the cemetery’s archives



Study

Visit the George Washington University campus to participate in activities ranging from a visit to Arlington National Cemetery, to lectures by GW Professors, to research at the National Archives



Made possible by a generous grant, this intensive program takes student/teacher teams on a learning journey through the D-Day Campaign of 1944 and the sacrifices made by young Americans to defeat tyranny.

January – June

Readings and online course discussion of materials

Supervised by Institute staff from The George Washington University



June 16-19

On-Campus Experience

Travel to the campus of The George Washington University in Washington, D.C., for a series of lectures and activities to deepen your understanding of elements of the conflict.

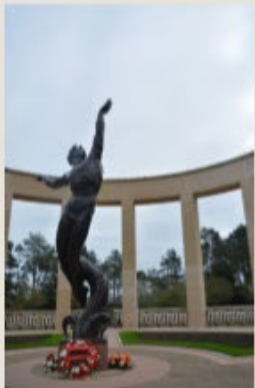


June 20-27

“Staff Ride”

All-expenses paid educational tour to France, led by GW professors

Highlights include on-site student-led presentations on various aspects of the campaign and presentation of a eulogy for a hometown hero while standing by his graveside in the Normandy American Cemetery at Colleville-Sur-Mer



The Institute is conducted thanks to the insight and generous contributions of Mr. Albert H. Small. 15 student/teacher teams will be selected. Please share this invitation with exceptional faculty at your institution.

Learn more and apply at <https://www.ahsni.com/>



John Hughes, Director of Experiential Education
The Lawrenceville School, NJ

Harkness Teaching and Learning

"We can learn a lot by listening respectfully when others report what they have observed, but we learn better when we combine such attention with taking action, operating not just as audience members but as explorers committed to direct experience. We can arrive at some measure of understanding by studying alone, but we comprehend complex phenomena more fully when we join others in a process of connection-making and reflection."

Students must:

- » Take an interest
- » Take responsibility
- » Take part





Understand the World through Disciplinary and Interdisciplinary Study

Goals of Harkness Travel

All programs align with curricular or co-curricular disciplinary study

Promote the Development of:

- Responsible Leadership
- Global Citizenship
- Self-Awareness
- Interdisciplinary Knowledge

Orientation Stage Pre-Trip

- Build collaborative Group capacity
 - Transfer ownership of leadership
 - Set norms, tone, trust, authenticity
- Develop sub-groups to:
 - Research and prepare field lessons
 - Plan relevant itinerary additions
 - Begin taking action
- Learn essential skills
- Increase understanding of target culture and place



Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action



Student Leadership

- Transferrable opportunities
 - Rotate roles
 - Serve the group
 - Interact with place, people, culture
 - Make real decisions
 - Adapt to consequences and change
 - Receive feedback
- Ownership, commitment and engagement
 - An engaged student cohort is less likely to make bad-risk decisions (R-) and more likely to take desired learning risks (R+)

Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action

Harkness Meetings

- Led by students
- 2-3 per day
- Honest discussion of events, objective themes, issues, planned lessons
- Reflective analysis, dialogue, listening, questioning
- Adapt, change, improve the experience
 - Interaction with place, culture, topic
 - Individual/Group experience



Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action

Travel Journal



- The “go-to” resource for students
 - Emergency contact information
 - Itinerary, maps, locations and contact for pre-planned accommodations and events
 - Packing list
 - Language instruction & cultural norms

- The primary resource for learning
 - Readings and activities
 - Discussion prompts
 - Writing prompts
 - 4-6 Pages of space for reflective writing per day

Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action

10 Commandments of Harkness Travel

- Surrender; it's not your trip
- Trust the Process
- Keep daily Harkness meetings sacred
- Be patient and let them fail
- Engage them with real decisions
- Facilitate; Don't direct
- Give them the tools for success
- Create good "ba": the space, place, relationships for learning
- Remember, one size doesn't fit all
- Plan well, but remember things won't go as planned



Pre-Travel Materials:

Leadership and Character Discovery Journal

Section topics include: Self-Awareness and Leadership, Leadership in Business and Media, Servant Leadership, Conflict Navigation.

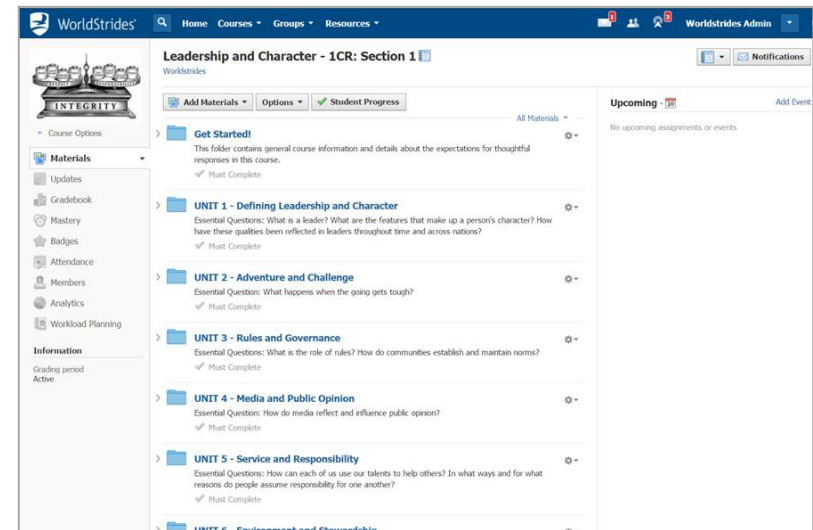


On Location Workbooks: Global Steward Analysis and Action Plan

A tool that prompts students to examine their experience and “translate their ideas and findings into appropriate actions to improve conditions” in their home community.

Post Travel Online Coursework:

Leadership and Character - 3 college preparatory credits through online coursework. WorldStrides is responsible for the grading and certification of results and all costs associated with the course that is offered through University of California, San Diego Extension.



Colleges & Universities List all college/university affiliated courses you have taken since 9th grade and mark all that apply: taught on college campus (CO); taught on high school campus, excluding AP/IB (HS); taught online (ON); college credit awarded (CR); transcript available (TR); degree candidate (DC).

College/University Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	CO	HS	ON	CR	TR	DC	Dates Attended (mm/yyyy - mm/yyyy)	Degree Earned
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

If you indicated that a transcript is available, please have an official copy sent to your colleges as soon as possible.



With Thanks to Today's Panelists



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Scholarships Through Partnership!

If WorldStrides can submit a proposal for all school travel programs each academic year, we provide:

- **A \$300 Travel Voucher** to apply to your first confirmed trip
- **A certificate of insurance** naming your school as an additional insured on \$50 million liability policy for the coming year
- **Monthly Regional Security Forecasts** and access to our risk management team if consultation is required
- **Pre-departure preparation webinars** for students and chaperones:
 - Cultural Competency and Academic Credit for Students
 - Chaperone Training for Accompanying Faculty
- **Scholarships** on all international programs (based on group size at 150 days before departure)



The flyer features the WorldStrides logo at the top left. Below it is a photograph of a group of people standing in front of a large, ornate building with a prominent globe sculpture in the foreground. The text on the flyer reads: 'The WorldStrides Global Education Partnership Program'. Below this, it states: 'At WorldStrides we value our strong partnerships with the schools that look to us to fulfill their program needs. For schools that are simply willing to allow WorldStrides to provide proposals on all their group programs in an academic year, we provide a range of resources, spanning everything from risk management to student travel scholarships. Here's how our holistic approach supports your school, students, and faculty'. The flyer is divided into two columns of benefits. The left column, titled 'As soon as you become a Partner School', lists: 'Just for inviting us to provide proposals for all the trips your school offers in the course of a year (or a minimum of four), we offer you—', 'A \$300 travel voucher to use on your first confirmed international trip with WorldStrides', 'A certificate confirming your access to \$50 million liability coverage on any WorldStrides programs', and 'Advice and valuable monthly reports from our Risk Management Team'. The right column, titled 'Pre-travel advantages', lists: 'When you actually confirm your first or multiple programs with us, we will also provide you with—', 'Pre-departure preparation webinars for traveling students, teachers, and chaperones, from our Curriculum and Academics team', and 'Scholarships on all of your international programs—based on confirmed, pre-trip group sizes'. At the bottom right, it says 'Visit the page for details and requirements on our professional scholarship opportunities for our Global Education Partner schools or contact district offices.' The footer of the flyer includes 'Educational Partnerships' and '800.572.2798 | worldstrides.com'.