

LEARNING ABROAD PHOTO CONTEST 2016

## **Learning Beyond Borders**

A National Conversation on Learning Abroad  
and Canada's Global Engagement Challenge

# Learning Abroad Innovation Zone Discussion Guide



# Purpose

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## The National Conversation

- Canada faces a global engagement challenge in getting more students to take advantage of learning experiences in other countries and in preparing them to become global citizens in all the ways the term implies.
- Making learning abroad a reality for a critical mass of Canadian students requires a culture shift, which CBIE will begin to catalyze through its National Conversation.
- CBIE's National Conversation consists of the Learning Abroad Innovation Zone and the Learning Abroad Promotion Zone. Information can be found at: [cbielearningabroad.ca](http://cbielearningabroad.ca)

## The Learning Abroad Innovation Zone (LAIZ)

In the LAIZ, institutions will identify and address internal barriers to learning abroad and participate in peer discussions with institutions across the country that are tackling similar issues and challenges.



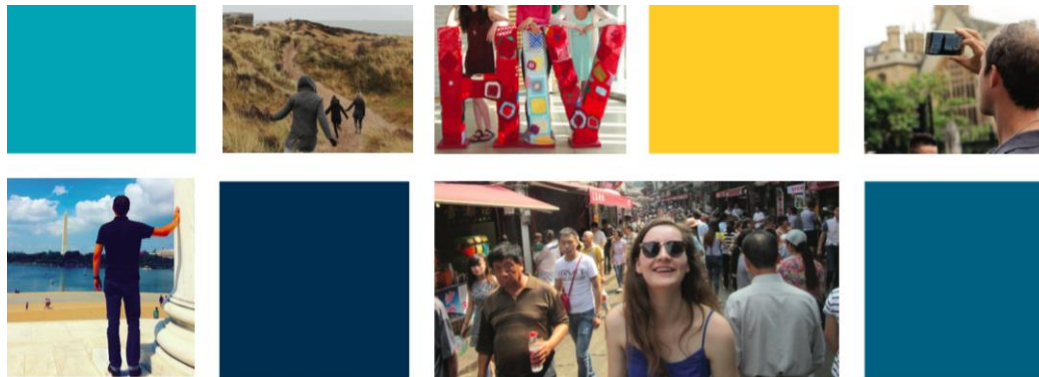
# The Learning Abroad Innovation Zone

## CBIE commits to:

- Support the launch process (ongoing).
- Provide a toolkit and kick off webinar to support institutions' on-campus process (February 2017).
- Identify platforms and organize peer discussions to share innovative ideas and best practices (April – October 2017).
- Provide research and case studies as requested to support institutions' objectives (April – October 2017).
- Convene institutions at CBIE's 51<sup>st</sup> Annual Conference in roundtables and workshops to share successes and lessons learned (November 2017).

## Institutions commit to:

- Convene stakeholders, including students, in a structured dialogue to assess the most important barriers to learning abroad in their particular institutional context (February 2017).
- Develop and share action plans that will address 3-5 issues to catalyze institutional change (March 2017).
- Implement action plans (April – October 2017).
- Attend CBIE's 51<sup>st</sup> Annual Conference and participate in special roundtables and workshops to share successes and lessons learned (November 2017).



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# National-level Data from CBIE's 2016 Education Abroad Student Survey and Key Issues for Discussion



## Key issues for discussion

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CBIE's 2016 student survey on outbound mobility takes a look at what over 7,000 students from 35 universities and colleges across the country say about their interest and experience in education abroad.

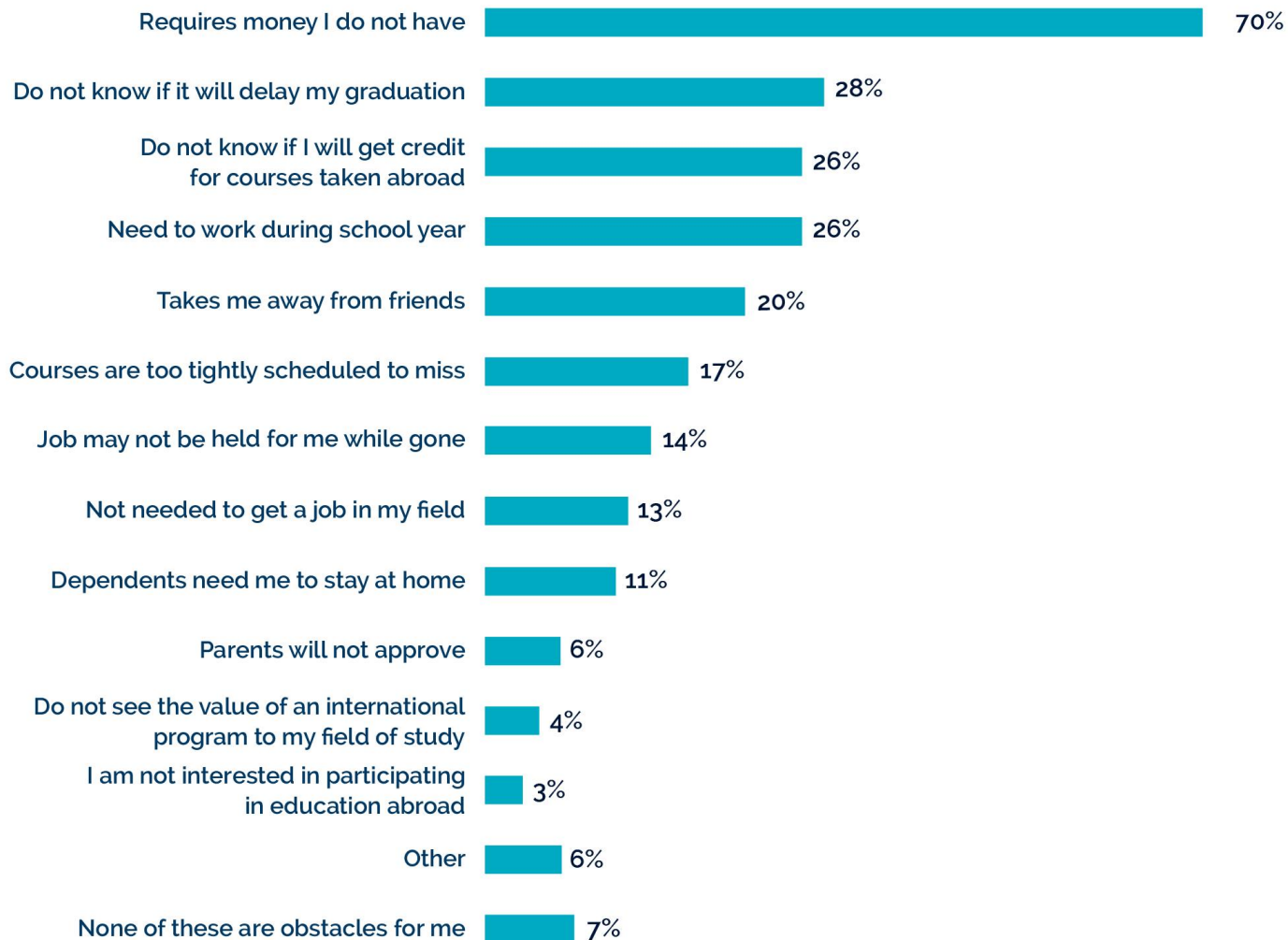
Based on the survey's findings, the following have been identified as key issues for discussion:

- Addressing financial barriers and opportunity costs.
- Raising awareness of the benefits of learning abroad.
- Fostering greater flexibility and academic recognition of study programs.
- Diversifying who studies abroad and their destinations.
- Effectively promoting existing opportunities and supports.
- Improving data collection.



# Addressing financial barriers and opportunity costs

Which three potential obstacles are most likely to keep you from participating in an education abroad experience?





## Addressing financial barriers and opportunity costs

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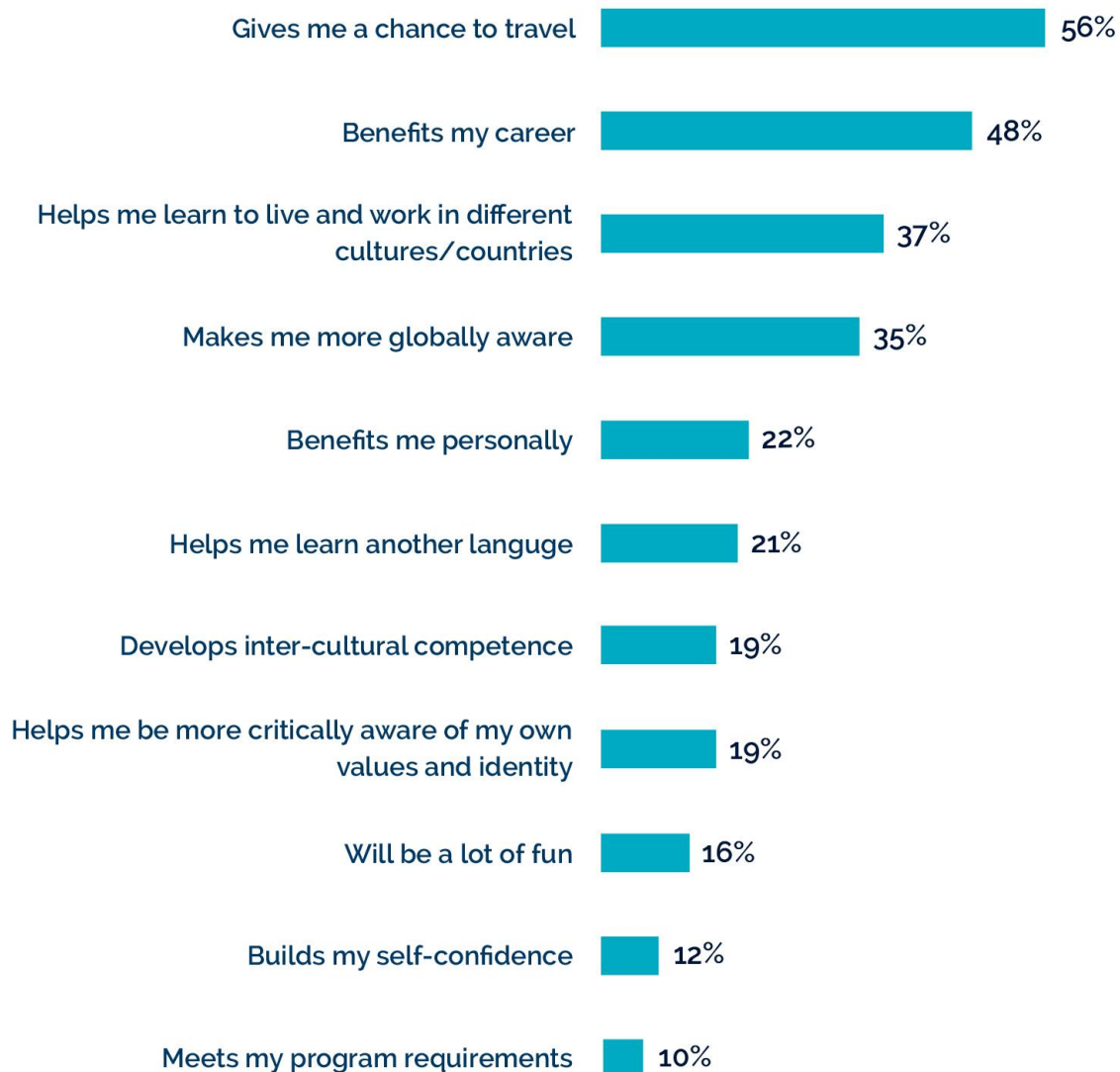
Key questions for discussion:

- Are you surprised that 70 % of students surveyed state that financing is by far the greatest barrier to learning abroad?
- Is this statistic reflective of experiences at your own institution?
- What are the key opportunity costs of studying abroad that your students encounter [e.g. employment income, subletting arrangements, extra curricular activities] ?
- What has/can your institution done/do to address these?
- What would be your recommendation(s) for other stakeholders?



# Raising awareness of the benefits of learning abroad

## Three most important benefits associated with education abroad

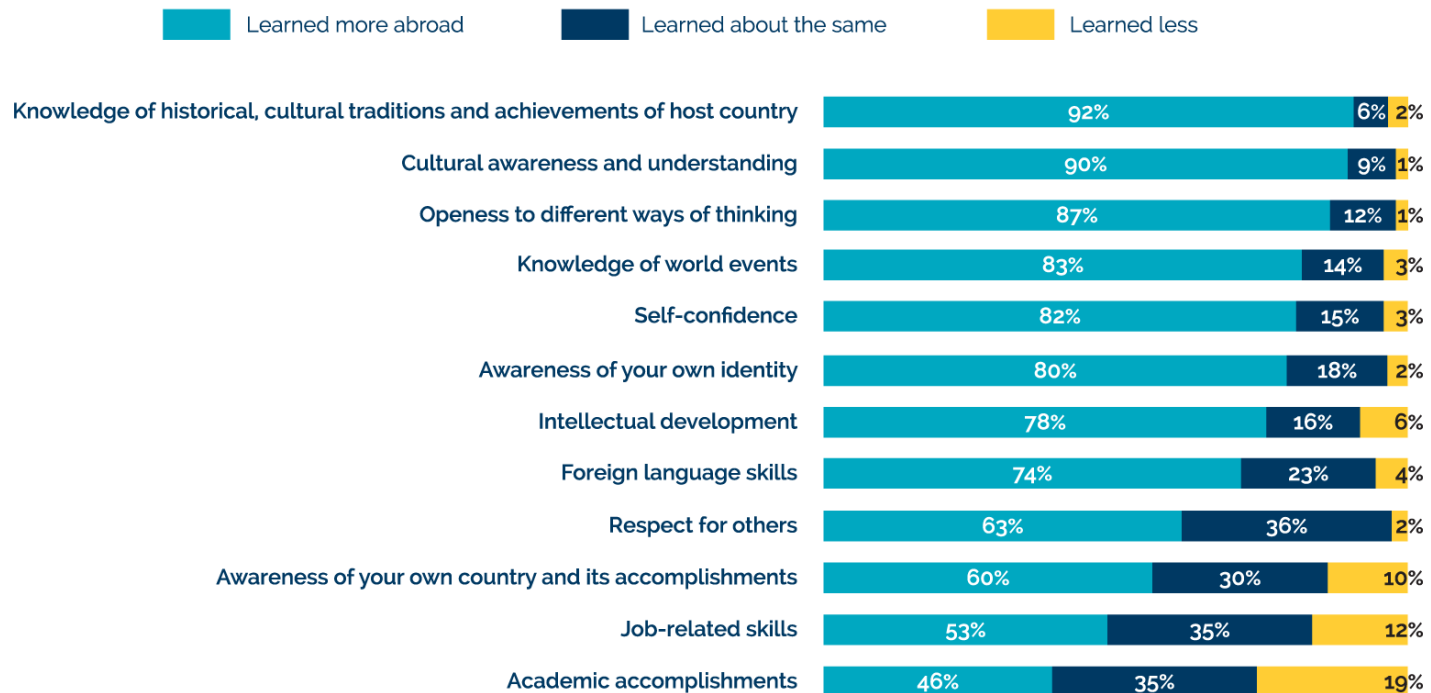






# Raising awareness of the benefits of learning abroad

Growth/learning reported to take place abroad, as compared with growth/learning on home campus





# Raising awareness of the benefits of learning abroad

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## Key questions for discussion:

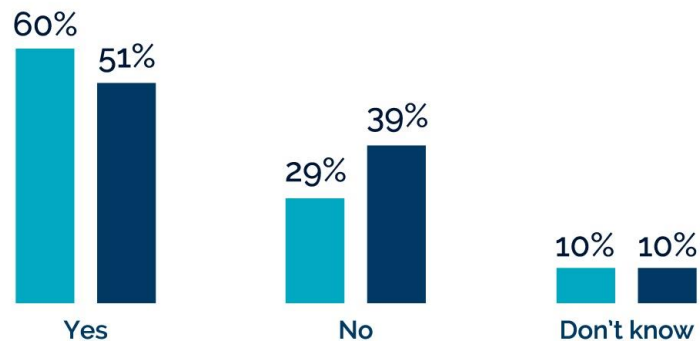
- Is the lack of awareness of the benefits an issue among your students?
- What efforts are currently being made to ‘market’ the benefits of learning abroad?
- How can the experience of peers who have gone abroad be used successfully to generate awareness and interest for other students?
- What role does/can the business sector/your corporate partners play?



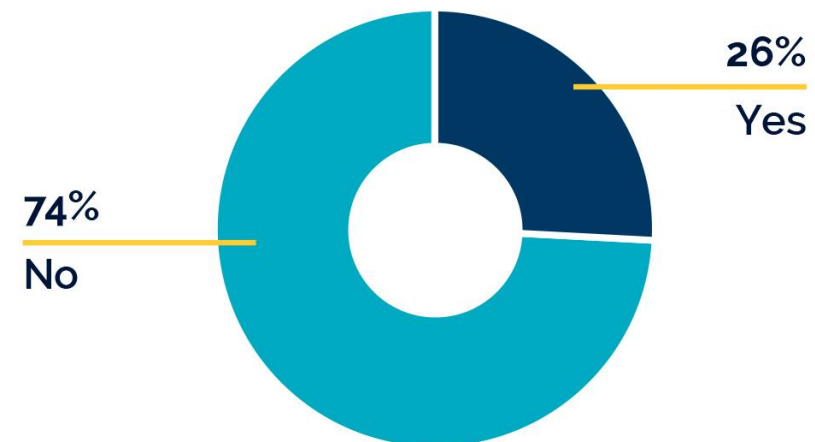
# Fostering greater flexibility and academic recognition of study programs

Credit received by experience abroad and course abroad

- Received credit on Canadian transcript for experience abroad
- Received credit on Canadian transcript for particular course abroad



Is there a specific length of time abroad required to be counted as one experience?





# Fostering greater flexibility and academic recognition of study programs

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Key questions for discussion:

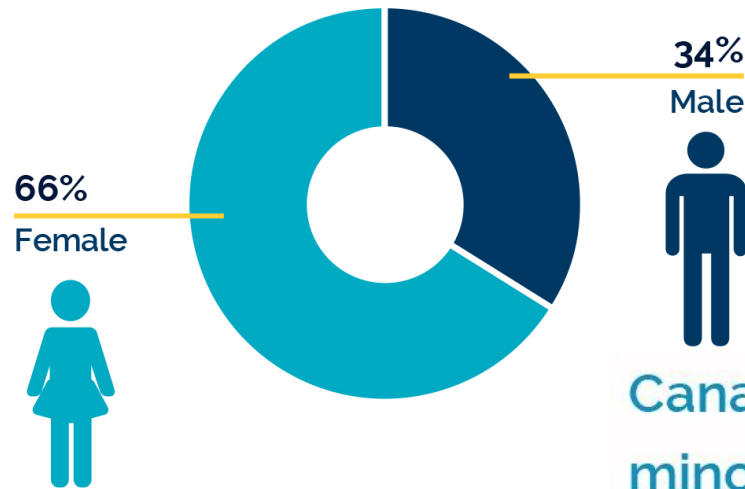
- What kind of study programs are currently available (and recognized) at your institution?
- What are the main barriers to recognition for learning abroad opportunities at your institution?
- What type of study program(s) is/are the most popular?
- What is the opportunity to tailor study programs to the needs of your students in a way that can be academically recognized?



# Diversifying who studies abroad and their destinations

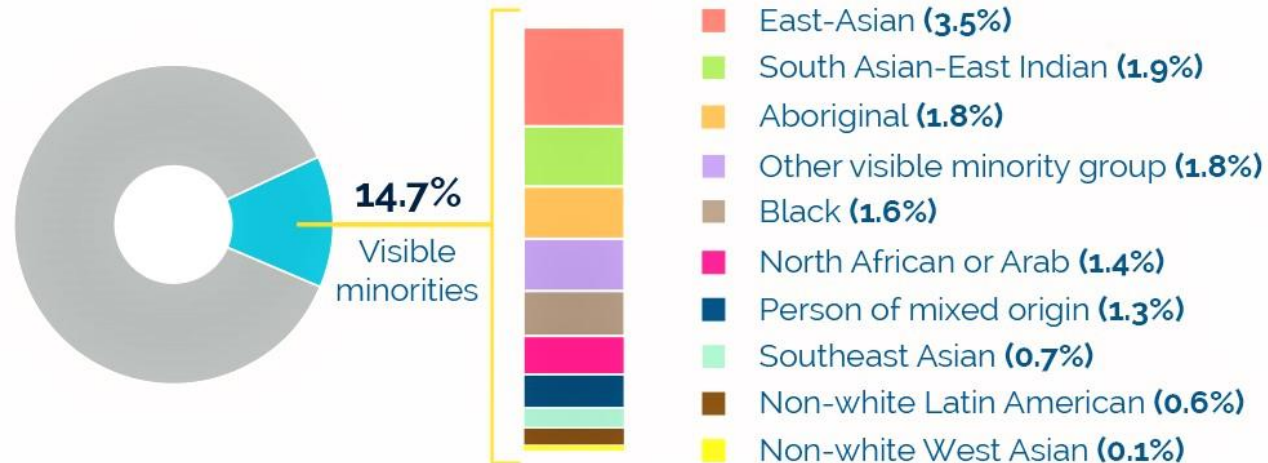
## Education abroad participation, by gender

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## Canadian students abroad, breakdown by visible minority identities

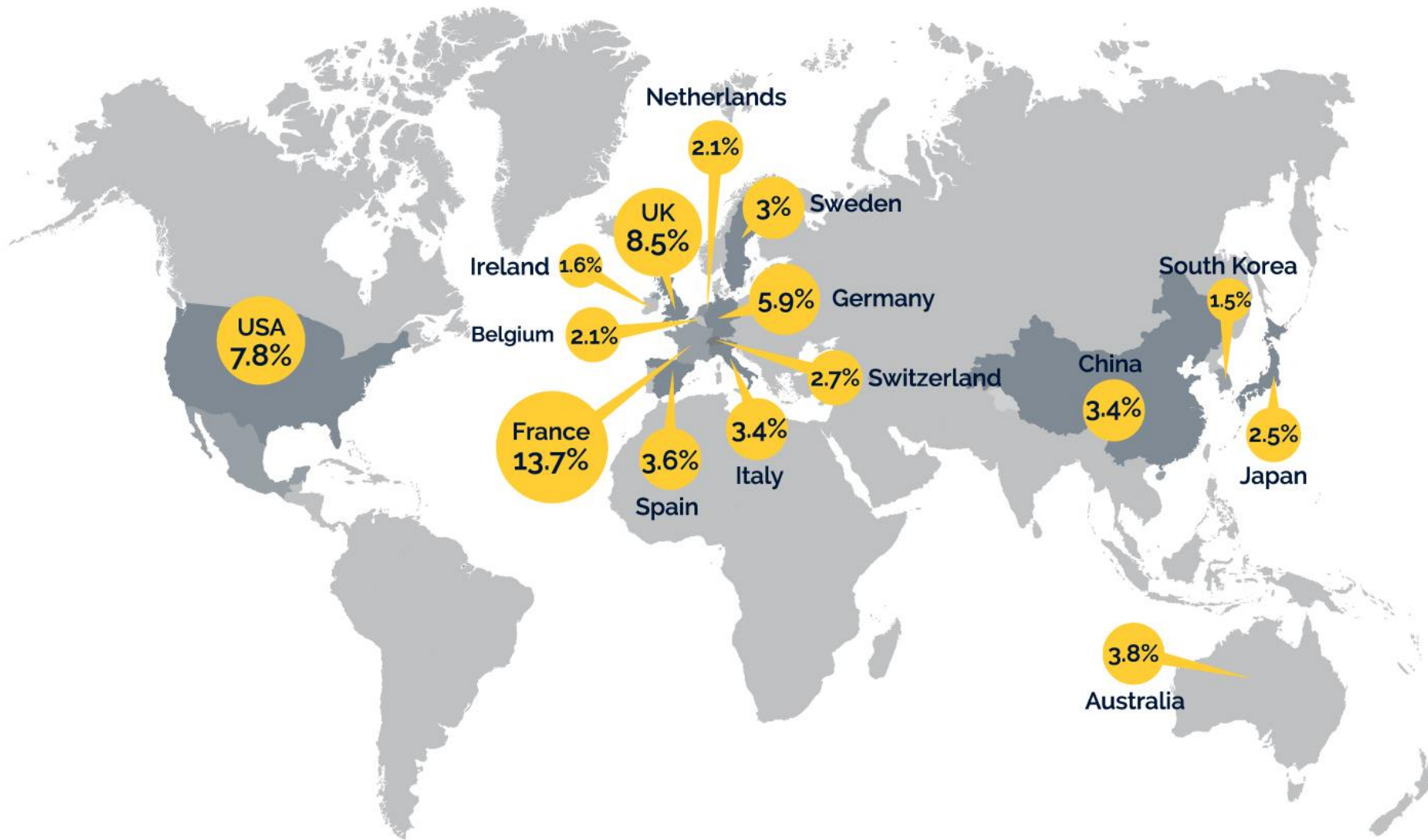
<sup>1</sup> This table reflects that of the survey sample, 66% of those who had studied abroad were women and 34% were men. However, considerably more women than men responded to the survey and therefore are over-represented in the survey sample. Looking within the gendered samples we see that the education abroad participation rates are almost parallel between males and females, with 20% of men stating they had pursued education abroad, and 21% of females.





# Diversifying who studies abroad and their destinations

## Top 15 destinations for outbound students





# Diversifying who studies abroad and their destinations

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Key questions for discussion:

- Should more effort be made to promote learning abroad to countries perceived to be less traveled/less familiar? How?
- How can we collectively maximize the diversity of the student population taking part in learning abroad experiences?
- Are there specific groups of students who should be specially targeted? And how so?

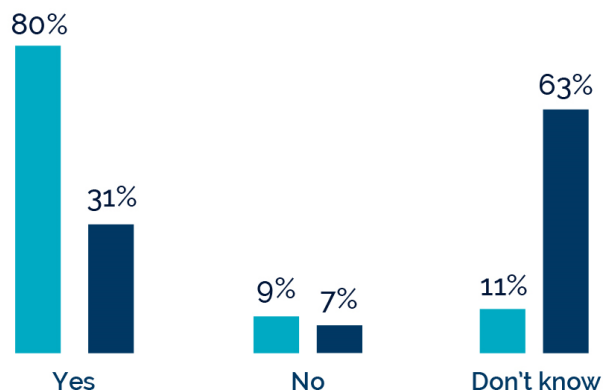


# Effectively promoting existing opportunities and supports

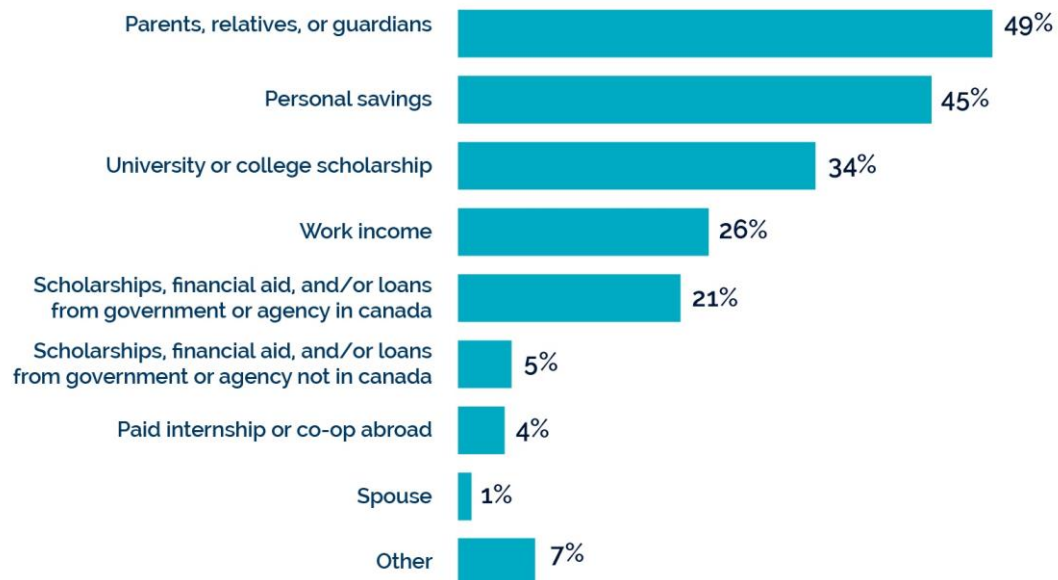
## Financial assistance required/knowledge of institutional financial assistance

If you wanted to participate in an education abroad program, would you require financial assistance to pay the cost?

Does your institution offer financial assistance for education abroad?



## How did you finance your education abroad experience(s)?

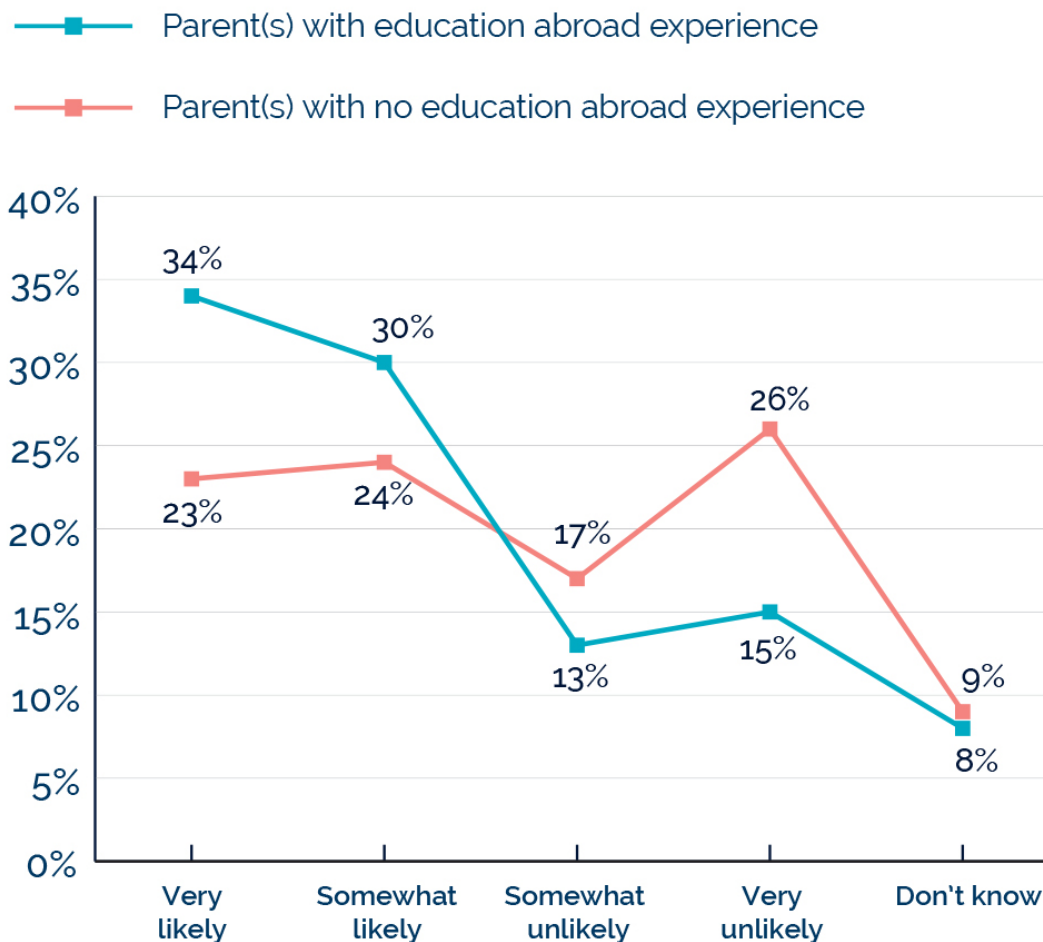






# Effectively promoting existing opportunities and supports

## Likelihood of participating in education abroad during current studies, by parental education abroad experience





## Effectively promoting existing opportunities and supports

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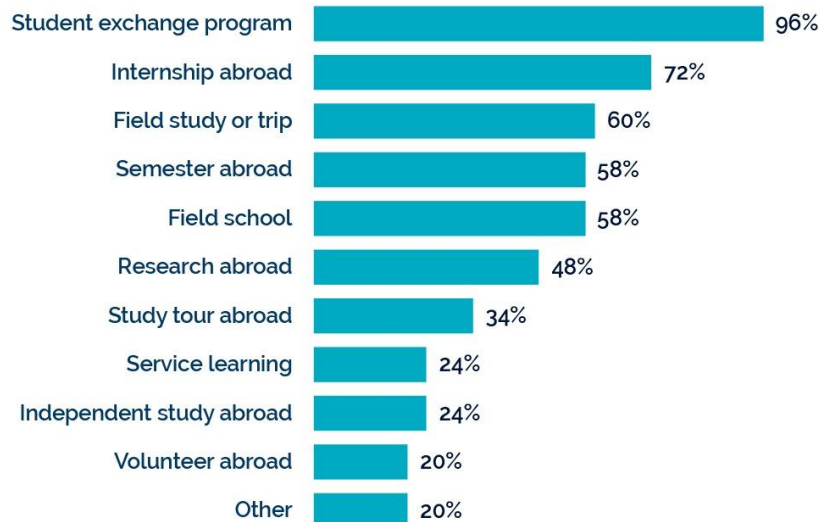
Key questions for discussion:

- Are you surprised that only one-third of students report receiving financial support for their learning abroad endeavours?
- Do you think students are sufficiently aware of the funding supports available? What has/can your institution done/do to increase awareness of available financial grants?
- What role do parents play, and how can we collectively ensure that they are engaged early on in the process?

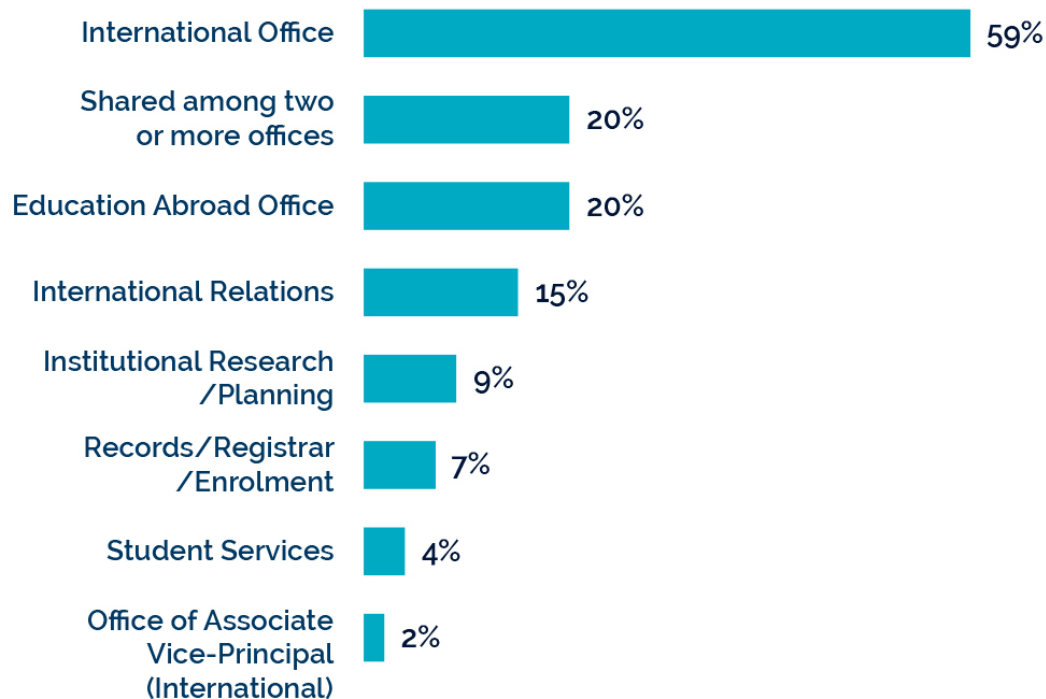


# Improving data collection

On which types of education abroad experiences do you collect data?



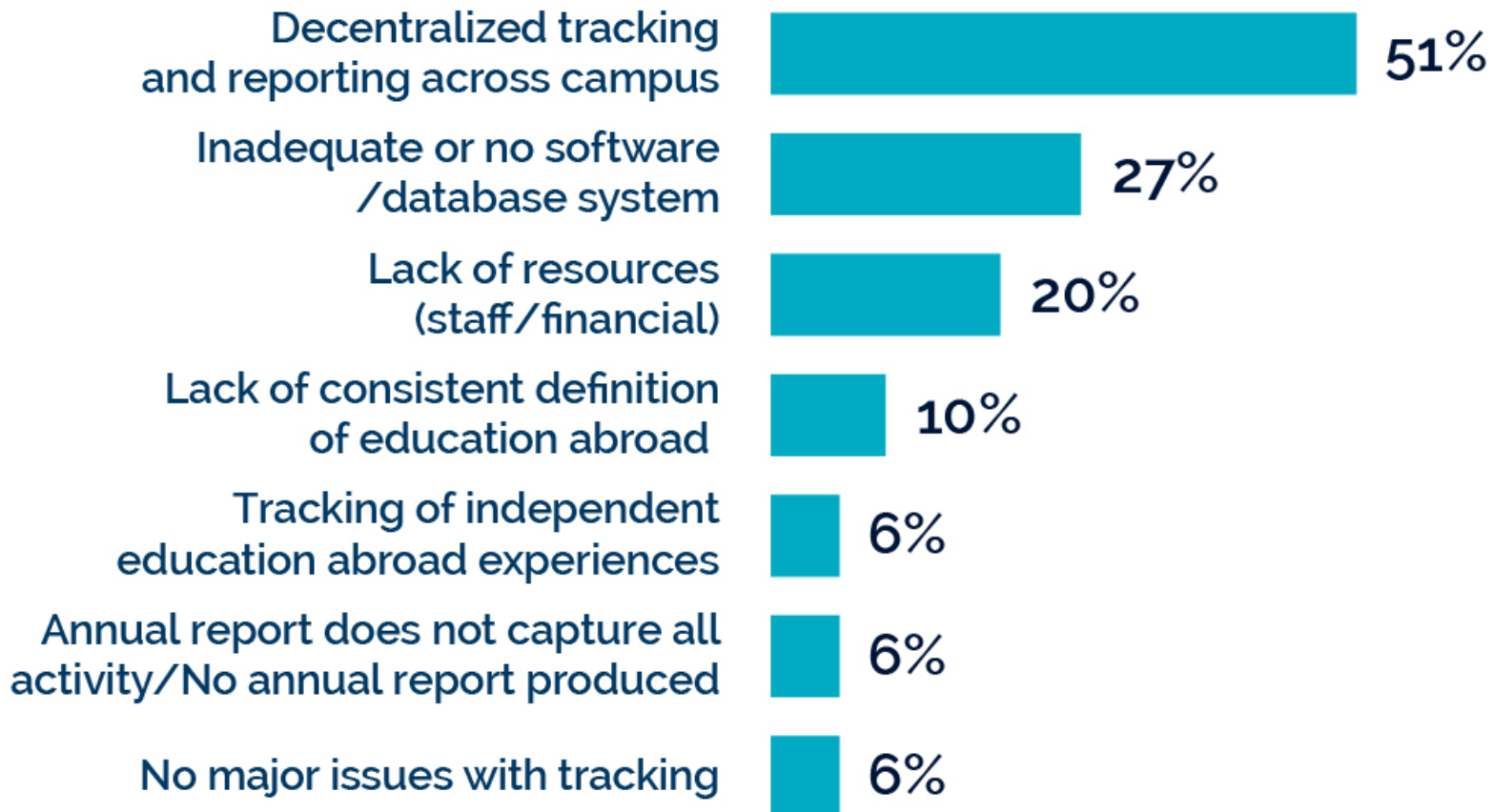
Which office is responsible for tracking education abroad?





## Improving data collection

In your opinion, what are the barriers to tracking education abroad at your institution?





## Improving data collection

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Key questions for discussion:

- Does your institution have allocated resources to establish and maintain education abroad tracking systems?
- How does your institution centralize tracking and reporting across campus?
- What steps can we take to standardize education abroad tracking measures and therefore develop a framework for nationally comparable statistics?