



ELON
UNIVERSITY

CENTER FOR
Research on
Global Engagement

Annual Report 2018-2019



Top Left: Students at Nawahiokalani'opu'u language immersion school in Hawai'i WT 2019

Top Right: Audrey Griffith '17 with research mentor Dr. Amy Allocco in India

Bottom Left: Lindsay Maldari '19 with Dr. Kirstin Ringelberg (left) and Dr. Evan Gatti (right)

Bottom Right: Students make poi at Waipa Foundation on Kaua'i, Hawai'i, WT 2019

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From the Desk of the Director

What is a “global citizen”? What is “global engagement”?

“It’s almost like the ability, and the willingness to look at your culture, and other cultures that you’re interested in with both an insider and an outsider perspective. Being able to remove yourself from the American way of life and looking at those norms as an outsider. Then, also the willingness to go into another culture, and be vulnerable and immerse yourself in experiences that allow you to get an insider’s look into those cultures... Just the ability to move through those two different modes of thought, simultaneously for both America and outside cultures.”—*Student*

“Just walking around in your daily life with a greater perspective beyond your own schedule, and your own perceived norms, and knowing that there’s other people out there that have vastly different experiences, and they aren’t less than or they aren’t greater than, it’s just they exist, and that’s a valid thing. To respect that, and I guess want to know more.”—*Student*



Brian Pennington (Left), Enrico Cecconi, Amy Allocco at a conference in Bergen, Norway



Students explore the Kona Coast in Hawai'i WT 2019

“(Study abroad) changes your life forever. Because you can’t stop doing it. You have to do it again, and you become a world traveler ... you will never have one home anymore. Your heart and your being will be split in many different places ... And then you keep traveling. You keep having people you love, you are friends with, all over the world. That’s the beauty of it. ... To have people when they are 20 or 21 or 22 discover that, that’s such a powerful investment on their future. ... The ultimate goal or mission that we have is to promote peace. This is how we do it.”—*Antonio Vanni, Direttore Accademico, Accademia Europea di Firenze*

“Being a global citizen, I guess to me is just like having an intense curiosity all of the time, and not seeing that as something that’s exhausting, but rather something that’s energizing. Being curious, asking why, and wanting to know the answers. I think because so much of the world is so unknown to me, being a global citizen means knowing that, and then finding answers. Physically going to places, but also picking up a book, or reading an article about (study abroad country name), for example, which isn’t always in the paper when global news comes up.”—*Student*

“... this study abroad experience gives them agency to be able to look at life from a different vantage point and take advantage of the experiences that are present, in front of them... They’re not just a college student. They’re not just an American. They’re also part of this global world. I think by studying abroad they become aware that their neighborhood is so much more than just the street they live on. They become a much bigger view of the world. They can be able to see the possibilities and options and choices that they can make in their lives.” —*International educator*

From the Desk of the Director



Maureen Vandermaas-Peeler, Interim Associate Provost for Academic Excellence, Director of the Center for Research on Global Engagement, and Professor of Psychology

Recently I was hiking in Söderåsen National Park in southern Sweden with approximately 20 other international educators on a study tour entitled, “Sustainability in Northern Europe: Forest and Food.” Throughout the day, we were encouraged to drink water from a stream, forage for local plants, and consider the complex relationship between Swedish national identity and the natural world. We were exploring opportunities available to students who study abroad in Stockholm or Copenhagen as part of the DIS International Educators Conference. As I hiked and chewed leaves harvested from the forest floor, I was reminded of the importance of preserving historical knowledge of the land across generations. Our Swedish study tour leader was taught by her grandmother about medicinal plants – and those which can kill you. A deep commitment to recovering knowledge of the local flora and fauna, along with a healthy dose of creativity, contributed to the unanticipated success of the chefs at the now world-famous Noma restaurant. In this moment, I was thrown into the role of “student” in an off-campus study experience for the first time in many years. Following someone else’s lead, perhaps especially in the natural world, requires significant trust. Whether that be accepting a handful of leaves to masticate and filling your water bottle in the stream (with no filters?!), or inviting a group of strangers to experience your personal and cultural connections with the forest, navigating the mutable terrain of teaching and learning in off-campus study involves personal risk-taking, open-mindedness, and vulnerability. These qualities contribute to a larger construct that is often labeled “global engagement” in higher education in the United States.

In recent Center for Research on Global Engagement (CRGE) studies, a team of researchers asked students and educators what it means to be globally engaged and to be a global citizen. As exemplified in the quotes on the opposite page, participants highlighted the importance of gaining knowledge and different perspectives; being open-minded, curious, respectful, and vulnerable; and spending time in different communities. These skills, values, and knowledge are built over time and through engaging difference. One primary aim of CRGE is to learn more about what makes these experiences impactful for college students and the communities with whom they are engaged.

The 2018-19 academic year afforded remarkable opportunities to conduct and support global (domestic and international) engagement research, often through innovative, multidisciplinary, inter-institutional collaborations, and we are pleased to highlight some of these efforts in this report. Like the research participants quoted here, I believe global experiences have the potential to be life-changing. In order to understand their influence, however, it is essential to think critically about the nature and quality of these experiences and, as our research participants who have returned from study away experiences continually remind us, not to assume that all change is positive. As a developmental scientist and the director of CRGE, I am committed to the long-term study of the impact of global experiences on students’ learning and development. To really examine change, we must consider developing behavior, knowledge, and attitudes over time.

I would like to thank the many colleagues who are generous and inquisitive collaborators on CRGE initiatives. It is my hope that these partnerships continue to afford significant professional and personal development opportunities. I also offer my heartfelt gratitude to Meara Waxman for all her work in developing this report. Working with her in the summer before she begins her graduate studies in English Literature at Wake Forest University has been a pleasure and a privilege. For all readers, I would love to hear your thoughts and suggestions for CRGE, so please feel free to contact me at vanderma@elon.edu any time.



Opportunities for Involvement

Faculty and Faculty/Staff Research Grants

Faculty and Faculty/Staff Research Grants support scholarship on global engagement. The application is due on September 27th, and the award can be granted in any amount up to \$2,000. All research endeavors must include a focus on student learning and development. Please note that these grants cannot support conference travel or course development. All full-time faculty and faculty/staff teams with full-time faculty as project leaders are welcome to apply for these grants. For more information and the link to the application, please see our website!

Recently Funded Projects

- “21st Century Competencies for Undergraduate Global Health” (Katherine Johnson)
- “Assessing Cultural Engagement in Health Professions Students” (Diane Duffy)
- “Global Engagement in Healthcare Education: Responsibility Beyond Sending Students Away” (Paula DiBiasio)
- “Creative and Academic Methods of Student Capstone Learning and Study Abroad Integration in International and Global Studies” (Safia Swimelar)



Mussa Idris and Vandermaas-Peeler at a Celebrate event

Faculty-Mentored Undergraduate Research Grants

This grant supports the development of undergraduates’ global engagement as they conduct undergraduate research in global contexts. The application is due on Sept. 27th, and the award can be granted in any amount up to \$1,000. Please note that these grants cannot support conference travel. All students who are enrolled in 498-499 credit hours and have full-time faculty mentors are welcome to apply. For more information and a link to the application, please see our website!



Vandermaas-Peeler discusses research with a student

Recently Funded Projects

- “More Than Learning Spanish: Immersing Students with Special Needs in the Spanish Language Classroom” (Lauren Ventresca, mentor Stephen Byrd)
- “Sarvodaya Shramada Movement: A Look Into the Working Relationship Between Faith, Volunteer, and Public Health” (Jocelyn Pietro, mentor Amy Allocco)
- “Using Music to Express Cultural Identity in the Face of Social and Political Oppression: A Study of Rebetika and Civil Rights Era Music” (Julianne Papadopoulos, mentor Victoria Fischer Faw)
- “Constructing and Performing Authority in Yoga Traditions: An Ethnographic Approach” (Anya Fredsell, mentor Amy Allocco)



Students ride bikes in Vietnam



Students sand a Polynesian voyaging canoe in Hawai'i WT 2019

Community of Practice



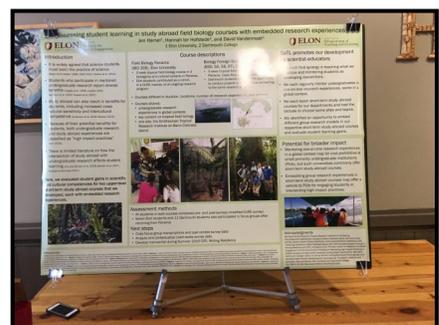
According to Etienne and Beverly Wenger-Trayner, communities of practice are “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” There are three basic criteria for membership in a community of practice, including a shared domain of interest, a community or group of people who communicate with each other and engage in joint, sustained activities, and the practice or development of a shared repertoire of knowledge and expertise through experiences, stories, and tools (Wenger, McDermott & Snyder, 2002).

For 2018-2019, CRGE had two CoPs, each of which centered around a different theme. One of the themes focused on mentoring undergraduate research in global contexts. The other theme explored reintegration after study abroad and study away. The images on this page showcase the faculty presentations at a cumulative event in May 2019.

For the 2019-2020 academic year, faculty and faculty/staff teams have the opportunity to apply for small stipends that support the development of research on global engagement. This year, faculty and faculty/staff teams must work with in one of the following two communities of practice: mentoring undergraduate research in global contexts, and intercultural learning and development. Participants in these CoPs will attend monthly meetings and present at a cumulative event on May 12, 2020. For more information and a link to the application, please see our website!

CoP Participants 2018-2019

- Caroline Ketcham
- Eric Hall
- Sandy Marshall
- Mussa Idris
- Jennifer Hamel
- Ketevan Kapatadze
- Safia Swimelar
- Amy Allocco
- Matt Buckmaster
- Olivia Choplin



Center for Research on Global Engagement, contact Maureen Vandermaas-Peeler at vanderma@elon.edu

CRGE Presentations

European Forum on Education Abroad, Prague, Fall 2018

Title: "Developing International Partnerships: Benefits and Challenges of Mentoring Undergraduate Research in a European Context"

This presentation reviewed research on high-impact practices, discussed salient practices associated with high-quality undergraduate research mentoring, and presented two case studies that demonstrate how to translate research into practice. The presenters were: Maureen Vandermaas-Peeler; Eric Hall, professor of Exercise Science and Center for Engaged Learning Faculty Fellow; Tina Mangieri, Associate Academic Director at DIS, Study Abroad in Scandinavia; and Osman Ahmed, Lecturer in Physiotherapy and Global Engagement Lead at Bournemouth University in the United Kingdom.

Title: "'You will never have just one home anymore': Facilitating cultural and community integration during study abroad in Europe"

This presentation explored cultural and community engagement of students during study abroad in European contexts. The presenters shared research and practice with programs designed to facilitate academic and cultural integration through community networking and discussed innovative ways to facilitate students' integration in host communities. The presenters were: Maureen Vandermaas-Peeler; Maja Sbahi Biehl and Jennifer Duncan-Bendix from DIS; Academic Director Antonio Vanni and Director of Marketing Elisabetta Santanni from Accademia Europa di Firenze.



International Society for the Scholarship of Teaching and Learning, Norway, Fall 2018

Title: "Mapping Understandings of Global Engagement"

In this research, the co-authors examined the term "global engagement" within the scholarship of global learning and mapped the use of conceptually related terms into three domains: learning/knowledge, skills/behavior and attitudes/dispositions. The presenters were Vandermaas-Peeler; Joan Ruelle, Dean of Belk Library and Associate Professor; and Tim Peeples, Senior Associate Provost and Professor of English.

Title: "A Sociocultural Analysis of Fostering Intercultural Understanding Through Language Studies Abroad"

This presentation featured a collaboration between Enrico Cecconi, Italian language coordinator at the University of Bath, and Vandermaas-Peeler. They investigated the language experiences of alumni of Elon's semester study abroad program in Florence, Italy. Students rated their experiences in the city with language instructors, peers, and on their own as highly significant for their language learning.

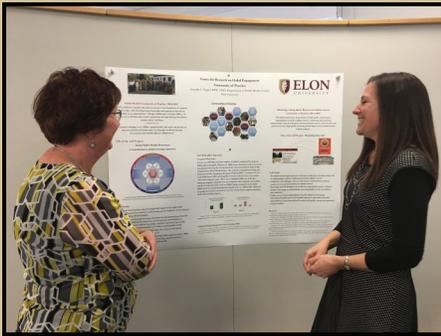
Title: "Cultivating a culture of learning: Mentoring undergraduate research in global contexts"

Amy Allocco, Associate Professor of Religious Studies and Director of the Multifaith Scholars Program and Brian Pennington, Professor of Religious Studies and Director of the Center for the Study of Religion, Culture, and Society, joined Eric Hall and Vandermaas-Peeler for this panel on high-quality undergraduate research mentoring and described program initiatives from diverse perspectives and disciplinary lenses.

CRGE Presentations

Celebrate Week: Scholarship on Teaching and Learning

During Celebrate Week of 2018 and 2019, several Elon faculty presented research posters to showcase scholarship of teaching and learning (SoTL) projects. The Center for Research on Global Engagement partnered with the [The Center for Advancement of Teaching and Learning](#) (CATL, directed by Deandra Little) and [the Center for Engaged Learning](#) (CEL, directed by Jessie L. Moore) to host the poster sessions, titled Celebrating SoTL.



All above pictures are from SoTL 2018

CRGE-funded Presenters and Presentations

2018:

- Paula DiBiasio (Physical Therapy Education), “From Theory to Practice: Assessing Student Learning Outcomes”
- Mussa Idris (Anthropology), “Mentoring Undergraduate Ethnographic Research: High-Impact Practices in Local and Global Contexts”
- Amanda Tapler (Public Health Studies), “Global Health Practicum: A Transformative Global Learning Experience”

2019:

- Jennifer Hamel (Biology), “Assessing Student Learning in Study Abroad Field and Biology Courses with Embedded Research Experiences”
- Safia Swimelar (International and Global Studies), “International and Global Studies Capstone Innovations: Identity Video Remix and Study Abroad (Re)Integration”
- Olivia Choplin and Ketevan Kupertadze, (World Languages and Cultures), “Developing Students’ Intercultural Competence Through Their Study Abroad Experiences”



PURM 7.1: Special Edition

Perspectives on Undergraduate Research Mentoring Issue 7.1: Special Edition on Mentoring Undergraduate Research in Global Contexts

In 2018, Drs. Amy Allocco and Maureen Vandermaas-Peeler co-edited a special edition of the Perspectives on Undergraduate Research Mentoring, a journal produced annually by Elon University. The issue included nine articles on various topics concerning high impact practices for mentoring undergraduate research in global contexts. In an editorial letter that accompanied the special issue, Allocco and Vandermaas-Peeler outlined some key points:

“While effective mentoring often involves a long-term learning experience for both the mentor and mentee, punctuated by successes and setbacks, it relies on mentor expertise as its foundation. Mentors regularly open up learning opportunities that are not otherwise accessible to students, leveraging pre-existing relationships, specialized content knowledge, methodological proficiency, and deep regional familiarity. Since these learning opportunities are frequently built on established rapport, sharing them with students entails trust and implies a level of baseline competence, where students rise to meet intellectual challenges and approach the status of co-inquirers and collaborators.”

For a link to the online edition, please see this website: <https://www.elon.edu/u/academics/undergraduate-research/purm/current-issue-purm-7-1/>.

Articles in PURM 7.1

“What to Know Before You Go: Benefits and Challenges of Conducting Undergraduate Research in Global Contexts,” Maureen Vandermaas-Peeler, Amy L. Allocco, Cynthia Fair

“Mentoring in Global Contexts: Embodying Feminist Ethnography in South India,” Amy Allocco, Anya Fredsell

“Mentoring Students in Research and Communication Across the Ocean,” Caryn Heldt, et. al.

“Mentoring Undergraduate Research through a South Africa Study Abroad Program,” Kelly Campbell, Tiffany F. Jones

“Linguistic Fieldwork in a Short-Term Study Abroad Course,” Evan Bradley, Sofi Teitsort

“Enhancing Short-term Undergraduate Research Experiences in Study Abroad: Curriculum Design and Mentor Development,” Eric Hall, et. al.

“Digital Mentorship, Global Service-Learning, and Critically-Engaged Undergraduate Research: Case Studies from Omprakash EdGE,” Willy Oppenheim, Alex Knott

“Bringing Study Abroad back to Campus: A Collaborative Student Project on Acquiring, Researching and Exhibiting Artifacts,” Xiaolin Duan, et. al.

Teaching and Mentoring across Traditional Boundaries: Two Institutions, Three Mentors, 10 Students, and One Global Data Set,” Janice Krumm, et. al.



Top: Amanda Bingaman '20, Isabel Blanco Araujo '20, and Vandermaas-Peeler in Copenhagen, Denmark

Bottom: Students make Vietnamese food during WT 2019



Faculty Spotlight

Amy Allocco



UR Mentoring in Global Contexts: A Partnership with CRGE

Amy Allocco, Associate Professor of Religious Studies and founding director of the Multifaith Scholars program, has worked closely with CRGE since its inception. She presented research on mentoring undergraduate research in global contexts alongside other Elon faculty at the ISSOTL conference in Norway, co-edited a special issue of Perspectives on Undergraduate Research Mentoring, and currently co-leads the CoP theme on mentoring undergraduate research with high-impact practices in global contexts. Additionally, Allocco has mentored several undergraduates who have received CRGE grants, and she recently received the 2019 Ward Excellence in Mentoring Award. Allocco is an ethnographer of South Asian religions whose research focuses on vernacular Hinduism, especially contemporary Hindu ritual traditions and women's religious practices in the South Indian state of Tamil Nadu. Her work is animated by interests in religious change inspired by the new social and economic realities that characterize a globalizing South Asia, as well as narrative, everyday religion, and gender in urban India.

Jen Hamel



Student Learning Gains Associated with a CURE Module in a Global Context

Jen Hamel, Assistant Professor of Biology, received a CRGE Community of Practice grant to explore how upper-level Short-term Study Abroad (STSA) courses in the life sciences may be customized to include a course-based undergraduate research experience (CURE). Through her research, students from Elon University spent Winter Term 2019 participating in a three week upper-level tropical field biology course situated in three bioregions and cultural contexts within Panama. She also collaborates with students and faculty from Dartmouth College, and she has been in dialogue with her collaborators about how to assess student learning gains in research and cultural competency.

Safia Swimelar



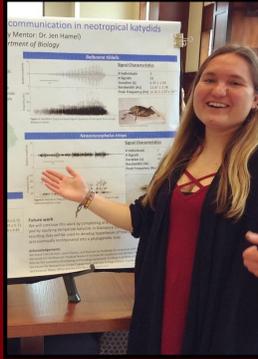
Creative and Academic Methods of Student Capstone Learning and Study Abroad Integration in Int'l and Global Studies

Safia Swimelar, Associate Professor in Political Science and Policy Studies, analyzed the five past iterations of the International and Global Studies senior seminar that she taught. The focus of the research was on the multimedia capstone project, but she also considered the course more broadly. The research goals were twofold: first, to understand and assess the extent to which this capstone project (and senior seminar course) allows students to meet the goals of the IGS major and gives them opportunities to integrate their study abroad experience into their personal and academic learning; second, to contribute to the scholarship of teaching and learning in terms of understanding more about effective pedagogies for a global studies capstone project and helping students reflect upon, reinforce, and integrate their study abroad experience into their reentry learning.

Student Spotlight

Alina Iwan

Contexts and Functions of Tremulation in Neotropical Katydid



Alina Iwan '19, a Biology major, researched vibrational communication in Neotropical Katydid alongside her research mentor, Dr. Jen Hamel. Through her grant, she traveled to the Republic of Panama to conduct field research at the Smithsonian Tropical Research Institute. During January 2018 and 2019, she initiated collaborations with researchers at Dartmouth College, Cornell University, and the Muséum national d'Histoire naturelle (Paris). In January 2019, she contributed to a round table discussion on a collaborative project at the Smithsonian field station in Panama. She also presented elements of her research at the Annual Meeting of the Animal Behavior Society in Chicago, IL and the North Carolina Academy of Sciences in Wilmington, NC. Through her research experiences, she has learned to share ideas across language and cultural barriers and to better understand her involvement in the global scientific community. This experience has inspired her to pursue a career in field research and opened her up to the possibility of conducting research at international destinations.

Kathryn Gerry

Migration and South India's Shifting Landscapes: Social and Religious Change in Kerala



Kathryn Gerry '20, a double major in Political Science and International and Global Studies, is studying Indian migration and migrant experiences alongside her research mentor, Dr. Amy Allocco. Her project explores the social and economic history of Kerala as well as the South Indian styles of religious dress and sacred architecture. Gerry is spending the summer of 2019 immersing herself in fieldwork in several South Indian communities.

Gerry became interested in her research project because of the way it combines her areas of academic interest, connecting the regional areas of Middle East and Asia with interreligious studies on a global scale by tracking flows of migration. Gerry plans to continue her research as she enters her senior year at Elon.

Lindsay Maldari

Fixed Time: An Object-Oriented Approach to Anachronisms in "La Difesa Della Razza"



Lindsay Maldari '19, an Art History and Political Science double major, used her CRGE grant to fund independent research in Rome to support her Honors thesis, mentored by Dr. Evan Gatti. She visited multiple archives which housed the Fascist publications that she studied, explored a number of museum exhibits related to Holocaust memory, and visited Fascist architectural and historical sites. She also spoke with a number of locals and found that these individualized conversations shaped her research more than she could have hoped. Overall, her experience deepened her appreciation for global learning, as she came to appreciate how much she was able to augment the quality of her research over the span of just one week of cultural immersion. In the spring of 2019, Maldari presented elements of her research at the UNC Greensboro Honors Symposium, NCUR, SURF, and Life at Elon. She hopes to have the opportunity to return to Italy for further field research in future graduate studies.

Student Spotlight

Luz Regina
Mendoza

The Effectiveness of VSLA Programs in Refugee Settlements in Northern Uganda



Luz Regina Mendoza, '19, an Economics major, sought to determine the economic and social impacts of participation in Village Savings and Loan Associations (VSLAs) on South Sudanese refugees and host citizens in Northern Uganda for her Honors thesis. Alongside mentor Dr. Steve DeLoach, she collaborated with a non-governmental organization called Seed Effect to assess the impact of their VSLA program. She found that refugees tend to borrow more, specifically on school fees, than non-refugees. Furthermore, an increase in the amount that participants are allowed to save in each period decreases the ability for many participants to save and borrow, limiting the positive impact of the VSLA. The results suggest that Seed Effect could increase their impact by limiting the value of each share chosen by savings groups. Through her CRGE grant, she was also able to travel to Uganda to complete her research. In the spring of 2019, Mendoza presented aspects of her research at the Eastern Economics Association's annual conference in New York City and plans to publish her work in the undergraduate research journal *Issues in Political Economy*.

Taylor Garner

Women's Intergenerational Memory in Argentina and Palestine



Taylor Garner '20, an International and Global Studies major, received CRGE funding to expand her Honors thesis, entitled "Women's Intergenerational Memory in Argentina and Palestine," alongside mentor Dr. Sandy Marshall. Her research focuses on the roles that women play as receptacles and transmitters of memory during historic episodes of violence, particularly during the military dictatorship of 1976 in Argentina. As part of her CRGE grant, she is spending the summer of 2019 conducting research in Tel Aviv, Israel, where she will meet with women living in Palestine to hear their stories of political violence. These collective memories have long been suppressed, and this project aims to bring these women's stories into the limelight. The data from these interviews will be included in Garner's final Honors thesis, which she will defend in the spring of 2020.

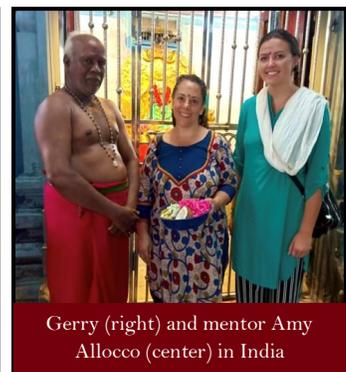
In addition to completing her research during her senior year at Elon, Garner also looks forward to presenting elements of her research at the American Association of Geographers in the spring of 2020 and various research forums across Elon's campus.



Iwan (left) and mentor Jen Hamel at a conference



Mendoza visits a community in Northern Uganda



Gerry (right) and mentor Amy Allocco (center) in India

CRGE Annual Report



Prague, Czech Republic



Students visit Valley of the Temples, Sicily during WT 2019



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MVP with a goat in Norway



Italy WT 2019



Ghana WT Trip

Center for Research on Global Engagement, contact Maureen Vandermaas-Peeler at vanderma@elon.edu