



Midwest Institute for International-Intercultural Education

Interactive Virtual Workshop
Education in the post-COVID World
Friday, January 29, 2021 (10am-3:50pm, EASTERN
TIME)

Co-Sponsoring & Supporting Universities

Michigan State University, African Studies Center

Indiana University, Center for the Study of the Middle East

University of Kansas, Center for East Asian Studies

Zoom Link:

[https://zoom.us/j/92118869896?pwd=MjZ5U2h3bCtaU1gwRjNUMnhM](https://zoom.us/j/92118869896?pwd=MjZ5U2h3bCtaU1gwRjNUMnhMcVQzUT09)
cVQzUT09

Meeting ID: 921 1886 9896

Passcode: 142419



- 10:00-11:10 Interactive Presentation: **Education in the post-COVID World (Part 1)**
Badri Rao, Kettering University
- 11:10-11:20 Break
- 11:20-12:30 Interactive Presentation: **Education in the post-COVID World (Part 2)**
Badri Rao, Kettering University

**What knowledge and skills are worthwhile for students to learn?
What ideas and issues would you like to infuse in your teaching?**

- 12:30-1:30 Lunch break
- 1:30-3:00 **Break-out Groups on Articles (Choose one group - To be assigned)**
Group Facilitators: Nathan Crook, Fran Kubicek, Anna Maheshwari,
Shaun Marsh, Rihab Sawah, Ivette Trentini

Group A-N

Articles:

1. "Going Glocal: A qualitative and quantitative analysis of global citizenship education at a Dutch liberal Arts and sciences college" by M. Sklad, J. Friedman, E. Park, and B. Oomen.
2. "Towards Sustainable Internationalization of Higher Education" by Roumiana Ilieva, Kumari Beck, and Bonnie Waterstone.

Questions:

- Are "diverse knowledges" valued in our institutions and curriculum? If not, how can we help make that happen?
- International education has the potential to increase an institution's profile; yet, in terms of resource consumption, is not environmentally sustainable. In your opinion, how does the potential to improve social and economic conditions outweigh the impact of international education on the natural environment?
- International education without the opportunity to get to know others through intercultural exchange and exploration of culture practices does little toward creating or maintaining a sustainable international educational domain. How can our institutions build sustainable international education opportunities that are characterized by a complex web of relationships in interdependent and dynamic interactions?

Group F-S

Articles:

1. "College after COVID" by John M. Ellis.
2. "Unfolding the Meaning of Public(s) in Universities: Toward the transformative university" by Carolina Guzman-Valenzuela.

Questions:

Based on the "College after COVID" article:

- In your view, what qualities are essential to be considered a "most outstanding professor"? List six. How is this dynamic different, or what qualities are most outstanding, in an online class vs. an on-campus course?
- What criteria must be considered to "credential" an online course? How might the credentialing process help an employer assess the qualities of a new employee? Is the



author of this article adequate in his description of what criteria will be stronger in the online environment?

- Respond to the comment "The stranglehold that radical activists now have on higher education is a cancer at the nation's heart..." How might community colleges work to be seen differently by stakeholders? Also, are community colleges infected with radicalism like the author says 4 year universities are? Have community colleges been somewhat exempt from this, based on their very nature of being focused on gen. ed., transfer, and technical/vocational programs?

Based on the "Unfolding the meaning of public(s) in universities" article:

- Training professionals benefits both individuals and the wider society through a multiplier effect. Comment specifically on how your teaching, or other work in education, has the potential to benefit individual students and the wider society.
- State your perception of what the community college philosophy is, or what you know it to be. What are its strengths and weaknesses? Start the conversation with strengths.
- A "worldly pedagogy" prepares students for a global world through diverse, participative experiences emphasizing both global and local interactions. In your classroom how might you facilitate a "worldly pedagogy"?

Group I-R

Articles:

1. "College after COVID" by John M. Ellis.
2. "COVID-19 and Student Learning in the United States: The hurt could last a lifetime" by Emma Dorn, Bryan Hancock, Jimmy Sarakatsanis, and Ellen Viruleg.

Questions:

- Based on the "College after COVID" article:
- Why wasn't there been enough attention to the 19% higher education enrollment drop from 2011-2019? What problems existed before COVID? Are many colleges/universities "uniform" and prone to intellectual "fads and fashions?" If so, how can we correct this? Why is there a growing opinion that our colleges are filled with campus radicals that promote a "one-party" unchallenged environment? How do we remedy the public view that higher education is heavily politicized teaching?
- Based on the "COVID-19 and student learning in the United States" article:
- Public education in the United States is not designed to endure long-term shutdowns. The ability for students to learn in an online learning environment challenged the progress of the students, yet the impact of student's progress is most damaging to the black, Hispanic, and low-income students in K-12.
- As community colleges receive students who are severely behind in our classrooms, what suggestions do you have for your classroom to remedy the educational lag? Assessment in-class evaluations (before/after). Focused office-hours providing extra tutoring.

3:00-3:10 Break

3:10-3:50 **Group Reporting and Debriefing on Improving Teaching**