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Felipe A. Filomeno
University of Maryland, Baltimore County, filomeno@umbc.edu

Christopher Brown
University of Maryland, Baltimore County, cmbrown@umbc.edu

Corresponding Author

Christopher Brown, Global Studies Program, University of Maryland, Baltimore County, Fine Arts Building, 552, 1000 Hilltop Circle, Baltimore, MD 21250

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Felipe A. Filomeno[1] and Christopher Brown[2]

College of Arts, Humanities, and Social Sciences
University of Maryland, Baltimore County, USA
[1]filomeno@umbc.edu
[2]cmbrown@umbc.edu

Abstract

Research on immigrant students in higher education often articulates a deficit narrative emphasizing the challenges immigrant students face in comparison to their native-born peers. In education for global competence, however, immigrant students' life experiences give them a potential advantage. This study investigated whether project-based learning designed to take advantage of immigrant students' intercultural life experiences could contribute to the development of global competence among undergraduate students. Developing and teaching a collaborative, project-based course where undergraduate students researched the intercultural experiences of their immigrant peers, researchers measured specific learning outcomes using quantitative and thematic analysis of student research papers and reflective essays. The study concluded that project-based assignments designed to take advantage of immigrant students' intercultural experiences could yield significant contributions to the global education of immigrant and non-immigrant students alike.

Keywords: global competence, intercultural competence, project-based learning

Introduction

Much of the research concerning immigrant students in higher education focuses on identifying and addressing the specific challenges these students may face, such as a lack of fluency in the language of instruction; the necessity of working while in school; or the intensely personal process of adapting to unfamiliar cultural contexts and expectations. Such research is important to inform effective strategies for improving academic outcomes among immigrant students. Yet, this emphasis on obstacles can lead higher education institutions to overlook the benefits that immigrant students bring to campuses. Adopting the principle of inclusive excellence, this study begins with a belief that colleges and universities should not only attend to the *needs* of immigrant students, but also to the unique ways they contribute to institutional goals and values. Thus, without dismissing the substantial challenges they face, this paper instead considers how immigrant students contribute to the mission of fostering global education at U.S. colleges and universities. Global education is not only important because it produces informed global citizens (Saperstein 2020) but also because it satisfies employers' demands for workers adaptable to a global marketplace (Snodgrass et al. 2021).

In particular, this study examines whether project-based learning designed to make use of immigrant students' intercultural experiences and perspectives can contribute to the development of global competence among undergraduate students. For the purposes of the project, *project-based learning* is "a teaching method in which students gain knowledge and skills by working for

an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge" (PBLWorks, n.d., para. 3). *Immigrant students* include students who were born abroad and those with at least one parent born abroad. *Global competence* refers to the skills and abilities necessary to function productively in a globalized world. These include knowledge and awareness of global issues, an appreciation for cultural diversity, proficiency in foreign languages, and the critical-thinking capabilities to analyze complex global interconnections (Van Roekel, 2010). We define *Global education* as a variety of formal learning experiences that instill global competence in students, such as course-based instruction on globalization, foreign language courses, study abroad, and global service-learning.

Using these definitions, the researchers designed, supervised, and assessed a collaborative, project-based learning course in which undergraduate students researched the intercultural experiences of immigrant students at a mid-sized, public university. At the end of the semester, each student-researcher produced a research paper and a critical reflection essay. These two sets of documents were then analyzed using a combination of quantitative and qualitative methods. First, quantitative indicators of learning outcomes were generated using a grading rubric and then major themes and ideas were explored through thematic analysis. The results showed that project-based learning which makes use of the intercultural views and experiences of immigrant students is an effective means of increasing global competence among undergraduates. Students developed the capacity to critically apply concepts related to intercultural experiences; the ability to collect and analyze qualitative data on individuals and groups; and empathy for immigrant students and communities.

The next section reviews the literature on immigrant students and higher education to situate the present study in a broader context. Building on insights from the literature, subsequent sections explain the research setting and methods before presenting the findings in detail. Finally, broader implications for pedagogy and future research are discussed in the concluding section.

Literature Review

Reviewing the academic literature and conducting a survey of 58,000 students from six research universities, Stebleton and Soria (2012) concluded that "first-generation [immigrant] students more frequently encounter obstacles that compromise their academic success as compared to non-first-generation students, such as job responsibilities, family responsibilities, perceived weak English and math skills, inadequate study skills, and feelings of depression" (p. 7). Stebleton et al. (2012) found that immigrant students have less interaction with faculty and classmates and often do not share the same sense of belonging as their non-immigrant peers. As a consequence, actual or proposed interventions targeting immigrant students focus on how colleges can address their needs more effectively. International students, who are technically migrant and potentially immigrant students, are also often considered from a deficit perspective that emphasizes cultural, academic, and linguistic barriers to adjustment and adaptation (Ma, 2018). This way of thinking parallels broader discussions of ethnic diversity in higher education, in which the focus is on how to ensure the recruitment, inclusion, and success of minority students (Stier, 2003). As a result, multiculturalism is often "discussed in terms of the problems and challenges it poses to the educational system," (Stier, 2003, p. 83) rather than the positive outcomes it may facilitate.

Nevertheless, Stier (2003) noted a growing recognition that the "multiethnic character" of many Western societies "constitutes a human resource in the continuous internationalization process [of

education]" (p. 83). This view suggests the presence of immigrant students on campuses may be an asset to be leveraged for the global education of all students. Since immigrant students have real-life experience navigating across cultural, social, and national borders, they may be more globally competent than students without an immigrant background. They might also engage in transnational activities, such as regular visits to the family homeland or sending remittances to family members abroad.

The experience of international migration places immigrant students at the heart of what Beck (2006) called the *cosmopolitanization* of reality. Cosmopolitanism—the ideology that all human beings, regardless of nationality or cultural differences, belong to a universal community of world citizens in relation to which they have rights and duties—is often understood as a normative principle that individuals can consciously embrace. Globalization, however, places individuals in a broad state of interdependence, creating transnational forms of life that erode distinctions between local and global, internal and external, and national and international. Individuals, thus, may become cosmopolitan unintentionally as a side effect of globalization (Beck, 2006). A cosmopolitan approach to the world recognizes both the universality and cultural diversity of human experience, and thus entails an ethical acknowledgement of the dignity of all persons regardless of cultural differences. Calhoun (2002) argued that cosmopolitanism is not merely a matter of individual choice; instead, it is socially produced. Immigrants' intercultural and transnational lives are among the experiences most prone to this unintended cosmopolitanization. Undocumented immigrants, in particular, "have to defend their cross-border polygamy of place in a continual daily struggle against the intrusions of state control and power" (Beck, 2006, p. 44). Thus, for many immigrants, cosmopolitanism is more a consequence of their livelihood strategies than a conscious ethical stance.

Those in charge of global education, however, are often oblivious to the wealth of real-world knowledge and awareness that immigrant students acquire and put to use as they navigate their lived experiences. Global educators tend to rely on abstract theoretical paradigms and textbook learning to teach about globalization, never pausing to consider how existing global competencies and understandings among students could be leveraged as a pedagogical resource (Sánchez, 2007, p. 490). In the words of an immigrant student,

> Växjö [University in Sweden] always talks about its international profile—and how important international perspectives are. But we never talk about all the cultural and international experiences that we, the immigrants, bring to the university. I believe that many of us know more about the world and what it means to be in a foreign country than any exchange student who has spent a semester at a college in England (Stier, 2003, p. 83).

According to Sánchez (2007) the intercultural and transnational lives of immigrant students instill in them cultural flexibility (the capacity to respond fluidly to disparate cultural contexts) as well as "empathies and insights about membership in a community that transcend local and nation-state boundaries" (p. 503), all elements of global competence. For Stier (2003), "majority students" approach things from the "insider's perspectives" while immigrant students adopt a "semi-insider's/semi-outsider's" perspective (p. 83). In the 2019 conference of the American Association of Colleges and Universities on Global Citizenship for Campus, Community, and Careers, researchers Paloma Rodriguez, Timothy Brophy and Mary Kay Carodine presented data collected over five years at the University of Florida that demonstrated significant differences in self-reported global awareness and intercultural communication when gender and ethnicity are

considered (Association of American Colleges and Universities, 2019. Specifically, minority students (including immigrant students) showed higher levels of global awareness and intercultural communication skills.

Thus, as Ma (2018) pointed out, universities should encourage domestic students and international students "to learn from each other" (p. 5), instead of simply expecting international students to adjust. To take pedagogical advantage of immigration-driven diversity in the classroom, Chang (2006) designed teaching strategies around the concept of a transnational wisdom bank, a collection of possible solutions for recurrent problems common to the human condition that no society has managed to solve completely. The presence of students from different national backgrounds allows a class to create and draw from a transnational wisdom bank as they work on group assignments. Students gain an "enhanced capacity to deal with their everyday lives and futures in a multicultural environment and a globalised world" (Chang, 2006, p. 376).

Similarly, Reid and Garson (2017) leveraged the presence of foreign-born students in the classroom by implementing group projects in which students not only generate an academic product but also reflect on the process of working in multicultural teams. This approach "enhanced intercultural learning and improved the experience of working in a multicultural group for the majority of the participants" (Reid & Garson, 2017, p. 195). In an evaluation of "an intercultural cross-level mentoring course designed to link more advanced university students, as mentors, with first year refugee-background or immigrant students," Vickers et al. (2017) found that the experience "influenced mentors' intercultural understandings, enabled cross-cultural relationships to develop and provided opportunities for students to interact with people of other cultures and religions" (p. 198).

Building on this growing body of evidence that the diverse perspectives of immigrant students constitute a significant pedagogical resource, this study examined whether project-based learning centered around the intercultural lives of immigrant students could contribute to the development of practical global competency.

Research Setting and Methods

Research was carried out at the University of Maryland, Baltimore County (UMBC) in Fall 2019. The University is a mid-size, public research university located just outside Baltimore, Maryland. Participants were enrolled in an Independent Study course in The Global Studies Program at the University. This undergraduate program "combines interdisciplinary coursework, foreign languages, and study abroad to facilitate broad inquiry into the ecological, economic, cultural, ideological, and political issues of our day" (Global Studies Program, n.d., para. 1). Tracing the roots of these phenomena across time and place, Global Studies majors study and research emergent global phenomena. Furthermore, in the spirit of a liberal arts education for a global age, the Global Studies Program instills in students a cosmopolitan attitude necessary for them to act as responsible citizens in a global public sphere.

Prior to the start of the semester, researchers designed a research practicum course for undergraduate global studies majors (GLBL 401: Independent Study in Global Studies) in which students were to conduct a semester-long project examining how intercultural experiences and perspectives shape the lives of immigrant students on the UMBC campus. While the primary goal

of the course was for students to improve their research skills by focusing on a global topic, the broader purpose was to assess whether research activities contributed to the global competence of the student-researchers. All research protocols for this project were reviewed and approved by the university's Institutional Review Board on August 13th, 2019, including informed consent documents used for student-researchers and for immigrant students. The identity of all students was kept confidential. In this article, each student-researcher is coded using a single letter and no personal identifiers are presented. Prior to the research, the authors obtained a certification for research with human subjects from the university.

Of the eight students who participated in the course (and volunteered to serve as research subjects for the study), none had prior training in social science research methods and only three had previously studied issues related to immigration. For the central component of the practicum, student-researchers designed, conducted, and analyzed interviews of immigrant students. Although data collection and analysis were carried out by students independently, there were two group workshops in which all instructors and students participated. In addition, instructors communicated with students via email several times during the semester on an as-needed basis.

Before beginning their research, students were assigned several scholarly articles that provided the theoretical and methodological foundations for subsequent course assignments (these include Portes, 2001, 2003; Riger & Sigurvinsdottir, 2016; and Skovdal & Cornish, 2015). Written by leading scholars in immigration studies, the theoretical articles clarified concepts, reviewed previous research, and theorized various strategies of acculturation. Next, students read two chapters from methodological handbooks that covered the design, implementation, and thematic analysis of interviews. To encourage GLBL401 students to carefully read the assigned materials, the instructors gave an online quiz consisting of four short-answer questions covering key points from each set of readings.

About one month into the semester, instructors and students held a workshop to collectively specify the research problem and create a guide to structure the interviews. Immigrant students were recruited to participate by asking for volunteers from among global studies majors and ethnic student organizations on campus. In this way, eleven interviewees were selected which allowed instructors to assign at least one immigrant student for each GLBL401 student to interview. After students conducted individual interviews, they followed prescribed transcription procedures and uploaded the interview text to a shared cloud so that each student could access them.

About two months into the semester, instructors and students held another workshop to create a coding scheme to apply to the interview transcripts. To simplify the analysis, the students adopted a closed coding technique in which an initial set of codes is applied across documents and no new codes are created in the process. The development of the coding scheme was informed by the theoretical readings, interview questions, and preliminary knowledge of interview responses. During the second half of the workshop students were taught the basics of NVivo, the qualitative analysis software they used to code interviews and generate the analytical memos that were later used to write up the findings.

At the beginning of the last month of the semester, students received detailed rubrics and instructions for a research paper presenting their results, and a critical reflection essay reflecting on the research process and what they learned (see appendices). The grading rubrics, which the

instructors developed together, were used to generate indicators to assess learning outcomes related to the study. Both instructors used the rubrics to independently grade the two papers. Then, final grades were calculated by averaging the two scores. In addition, the researchers conducted a thematic analysis of the research papers and the critical reflection essays. Carefully reading each one, emergent themes were identified and then cross-referenced so that ideas could be compared, contrasted, and linked across the different essays. After conducting separate analyses, researchers met to integrate results.

Findings

Based on the quantitative assessment, students who participated in GLBL401 were highly successful in achieving desired learning outcomes. Below, composite scores for each outcome included in the rubric are expressed as a percentage of the maximum possible scores:

- Students scored an average of 90% for their ability to present theories and concepts about the transnational and intercultural experiences of immigrants.
- Students scored an average of 98% for their presentation of the research methods.
- Students scored an average of 95% for their identification and discussion of themes that emerged from data analysis.
- Students scored an average of 95% for their application of theories and concepts about the transnational and intercultural experiences of immigrants in the data analysis.

These scores are supported by the thematic analysis, from which eight key themes were identified. These themes are discussed below according to three areas: research skills, theory application, and student positionality or perspective of immigrant students.

Research Skills

- Student-researchers were able to clearly articulate the sequence of the research procedures, from the formulation of the research question to the conclusion of the thematic analysis.
- Student-researchers critically reflected on their performance as interviewers and learned about conditions and behaviors for effective interviewing, such as the need to build rapport with the interviewee through active listening, the importance of asking probing questions, and the need to formulate culturally appropriate questions.
- Some student-researchers critically reflected on the research method, identified its limitations, and proposed improvements. For instance, student-researcher N noted that because several of the immigrant students in the study were from the same major and campus, it might have been easier to hold a focus group instead of a set of one-to-one interviews. Student-researcher P pointed out that transcription notations given for students to follow in the transcriptions of interviews did not cover some of the conversation instances the student came across, such as when two speakers were talking at once. The same student noted that instructors told students to apply codes related to identity to the identity section of the interview (which instructors did to simplify the analysis) but responses to questions under the college community section of the interview also had content related to identity.
- Student-researchers arrived at common research findings, especially:

(a) Immigrant students appreciated the diversity of the university campus but tended to socialize and find belonging among students of similar cultural background. In the words of student-researcher P, immigrant students "remarked that, whether they wanted it or not, they found friends of similar cultural backgrounds via a club or a group that formed naturally." Three student-researchers used the term ethnic segregation to refer to this pattern of socialization. Although student-researchers did not use the concepts of multiculturalism, interculturalism, and assimilation, their research papers suggested they were able to discern nuances of the campus environment for immigrant students that fit under a multicultural context rather than an intercultural context (in which cross-cultural interactions would be frequent and sustained) or an assimilationist context (in which immigrant students would shed their backgrounds and mainstream into a broad campus community).

(b) Consistent with (a), integration was the predominant mode of acculturation among immigrant students, in which the immigrant had connections with the mainstream society but also socialized significantly within the immigrant's own ethnic group.

(c) Immigrant students saw family cooking as a keyway of maintaining their cultural heritage.

(d) Immigrant students were frustrated with the loss of fluency in the language of their parents, which they saw as an important aspect of their cultural background.

(e) Immigrant students were aware of university resources to support learning but did not report using them frequently. Interestingly, immigrant students did not view university learning resources as resources that could help them *as immigrant students*, even though the writing center was the resource most often cited by them. This could be related to the language barrier faced by immigrant students.

- Student-researchers appreciated the opportunity for collaborative teamwork in a research project, especially the opportunity to shape the research design.

Theory Application

Students were able to apply the concept of acculturation and the typology of acculturation paths proposed by Berry (2005) to analyze the real-life experiences of immigrant students. Students who had taken previous courses on immigration said the application allowed them to develop their understanding of acculturation. Student-researcher L said, "It was interesting to relate [interview] responses back to the concepts I learned in this [previous] class, because it was evident my interviewee faced physical [health] changes when she came here." Student P said, "[The previous course] gave me an understanding of intercultural communication and seeing the process of acculturation play out in the lives of immigrant students confirmed this learning." The same student expressed an appreciation for the opportunity for active learning and stated, "The activities of this class gives [sic] new meaning to globalization as a process that occurs not only on the global level but also on the local level."

More specifically, student-researchers were able to contrast ideal-typical representations of acculturation with the nuances of the lived experiences of immigrant students. See, for instance, this analysis by student-researcher M2:

> In most cases, . . . there were little to no [homeland] family connections, or little to no aspect of native language remained. This . . . slightly expressed marginalization; however, [despite] a loss of some cultural aspects . . . there were not negatively revealed dysfunctional or deviant behaviors.

When considering the connection of immigrant students to their homeland culture, student-researcher C said,

> Even if a student expressed little to any cultural ties to their heritage culture, food and music were two items that were separate from other parts of their culture and were more readily enjoyed than other components such as language.

Student-researchers were thus able to see that, in real life, some theoretical categories are often not represented in a clear-cut way.

Student Positionality and Perspective on Immigrant Students

Student-researchers combined asset and deficit framings of immigrant students in higher education but tended to emphasize the latter. While student-researchers considered both the contributions of immigrant students to the university and the challenges immigrant students face, they were focused on the challenges from the time they specified the research question into interview questions. One of the main sections of the interview was college community, which student-researchers created because of their interest in knowing whether immigrant students faced specific difficulties in building community on campus and performing academically. Although the emphasis on potential immigrant student deficits suggests a compassionate concern on the part of the student-researchers, it tends to reproduce the broader discourse on immigrant students in higher education. Student-researchers, however, often combined asset and deficit framings, saying, for instance: "Although there are these [acculturation] pressures, immigrants come from backgrounds that force them to adapt, and allow them to face whatever comes at them, while adding beneficial cultural knowledge into society" (student-researcher L). Similarly,

> Immigrant students at [the university] not only enrich the curriculum of our institution through their experiences and perspectives, but they also engage in the community experience through different cultural groups on campus while exploring the different resources that the institution has to offer (student-researcher C).

Student-researchers developed self-awareness and were cognizant of researcher positionality during interviews and as they analyzed the resulting data. This contributed to the development of empathy toward immigrant students. Student-researchers who were immigrants themselves related their experiences to the experiences found in the interviews. Student-researcher M1 said, "Also coming from another country, I felt that my life and theirs had many similarities." Student-researcher C

> Related not only to my interviewee but also to the other [interviewed] participants as I read through the responses. As a second-generation immigrant, I definitely think there are several similarities that we face but also each participant had their own unique story . . . There were times when I had to step away from the data analysis phase as I related too similarly to what the participants shared, which caused some emotional distress. . . . I did not want my narrative to become intertwined into the research since that was not what we were focusing on. I also think that my identity impacted how I read the interviews as I often found myself reflecting to see if I shared that emotion or experience.

Immigrant students who acted as researchers in this project seemed to have appreciated the research as an opportunity to learn more about themselves, which also helped them understand themselves as an asset to the university. Student-researcher C pointed out that the study allowed her "to reflect on my journey in a very holistic way as I got to hear the perspective of immigrant students and other children of immigrants". Student-researcher M said,

> What also made the interview more engaging was the fact that I was also an immigrant student and could relate to almost all of their experiences. This research opportunity has made me realize the benefit of being an immigrant student and potentials. I knew that I went through some stages of acculturation, but I could not identify them because I was not even aware of them.

By contrast, student-researchers without a recent immigration background acknowledged the privilege being U.S.-born and how it might have affected their work as a researcher. Student-researcher L said,

> My college experience seems pretty similar to the experience of the interviewees, except I do think I do not have as much pressure from my family. I also do not have a language barrier that impacts my understanding. . . . Being a white woman, it is crucial I recognize the privilege I have seen and experienced in society, and that I appreciate the experiences and hardships minorities and immigrants face.

Student P stated, "I came into the [research] experience as a white male-presenting person with my own experiences. I also am not an immigrant, so I might not know which questions might be fruitful in drawing out answers related to the research objective."

Conclusions

The results of this study indicate that the presence of immigrant students at institutions of higher education constitutes a valuable resource that can potentially contribute to the global education of immigrant and non-immigrant students alike. While the student-researchers who participated in this project confirmed challenges faced by immigrant students commonly emphasized in the deficit narrative (such as the language barrier), they also developed skills and attitudes pertaining to global competence by engaging with immigrant students.

Theoretical Implications

This study reinforced the conclusions of Ma (2018), Reid and Garson (2017), and Vickers et al. (2017) about the mutual pedagogical benefits of structured interactions between native-born and foreign-born students. A project-based approach that facilitates sustained interaction between students from diverse backgrounds can substantiate abstract concepts and theories related to immigration; improve intercultural empathy and understanding; and promote global awareness and critical self-reflection.

Practical Implications

Both the quantitative assessment of learning outcomes and the thematic analysis of the students' papers suggest the need to incorporate more fully immigrant students into pedagogical strategies and perspectives that contribute to the globalization of higher education.

Although this study was conducted in an undergraduate program based on the social sciences and the humanities, faculty in STEM fields could also take advantage of the presence of immigrant students in their classrooms to advance the global competence of all students. For instance, faculty could design project-based learning experiences for groups of students, making sure that groups have as much diversity of cultural background as possible. Of course, the existence of a sizable population of immigrant students is a requirement for learning projects that involve face-to-face interactions between immigrant and non-immigrant students. In the absence of a sizable immigrant student population, faculty could take advantage of digital resources, including online collaboration with students at foreign universities or the use of open-access digital stories by immigrant youth. Institutions of higher education should also consider other types of programs that take advantage of immigrant-driven diversity for global education, such as intergroup dialogues between immigrant and non-immigrant students and events that celebrate immigrant students' cultural heritage.

Limitations and Future Research

This study was based on a one-semester experience that included eight students of the Global Studies Program at UMBC, which is a narrow empirical scope. Future research could further assess the validity of the above conclusions in a larger sample of students over a longer period. Ideally, this larger sample would include students from undergraduate programs not focused on global education. The students who participated in this study had already taken an introductory course in global studies and had a declared interest in global affairs. For students with no prior formal global learning, the experience could be even more impactful. Increasing the length of the experience could help verify if more sustained interactions between student-researchers and immigrant students would make the learning experience more transformative in terms of the level of global competence achieved by student-researchers.

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Appendices

Appendix A - Instructions and Grading Rubric for Research Paper

The research paper is the culmination of our semester-long research project on the intercultural experiences of university students with immigrant backgrounds. While the overall goal of the paper is to present your analysis of the interview data, you must also contextualize your analysis by situating it within the broader academic literature on the intercultural and transnational life experiences of immigrants. Your paper should be organized into the following six sections:

- **Introduction:** In this section you should briefly describe the topic and research question; provide some background information that sets the stage for your analysis; demonstrate why this question/topic are important or significant; clearly and concisely summarize your main conclusions (the thesis statement).
- **Theory:** This section constitutes the literature review, in which you discuss relevant theories and concepts used to study and understand immigrant experiences. These should be taken directly from the articles assigned at the start of the semester. What arguments do these articles make? What concepts, methods or perspectives do they develop? How do they relate to our own research question (how do they shape or inform our practices and perspectives? Do they suggest any explanations or expectations of what we will find? Do they leave out some aspect that our research may help to clarify?)?
- **Methods:** Here, you should provide a detailed description of research methods. What techniques were used to collect data? What techniques were used to analyze data? (Be sure to explain the steps of the analysis process: developing codes, coding text, analytic memos and connecting the memos). This section should be thorough, yet concise: you don't want to leave out any of the steps, but you also want to be clear and brief.

- **Analysis:** Identify and discuss the major ideas, concepts and connections that emerged through your analysis. What codes were generated? What do they tell us about the three themes (identity, community and learning experience)? How do they help to expand, refine, re-think or make connections between themes and/or codes? What patterns did you find across interviews? What substantive differences did you find?
- **Conclusion:** Summarize the major explanations/understanding from your analysis. How do they relate to theories and concepts from the literature? How does your analysis contribute to our understanding of the topic? What broader implications or significance are there?
- **References:** Include a reference list that properly cites each source using APA style guidelines.

Grading Rubric

Total points = 10 (3 for writing skills)

Presentation of Theories and Concepts About the Transnational and Intercultural Experiences of Immigrants:

- Null: No theories or concepts relevant to analyze the data are presented and explained correctly. (0)
- Novice: Few theories and concepts relevant to analyze the data are presented and explained correctly. (0.5)
- Satisfactory: Several theories and concepts relevant to analyze the data are presented and explained correctly. (0.75)
- Proficient: Most theories and concepts relevant to analyze the data are presented and explained correctly. (1)

Presentation of the Research Method

- Null: No methods of data collection and analysis are presented and explained correctly. (0)
- Novice: Few methods of data collection and analysis are presented and explained correctly. (1)
- Satisfactory: Several methods of data collection and analysis are presented and explained correctly. (1.5)
- Proficient: Most of the methods of data collection and analysis are presented and explained correctly. (2)

Identification and Discussion of Themes That Emerged From Data Analysis

- Null: No relevant patterns of information found across interviews are clearly identified and carefully discussed in the paper. (0)
- Novice: Few relevant patterns of information found across interviews are clearly identified and carefully discussed in the paper. (1)
- Satisfactory: Several relevant patterns of information found across interviews are clearly identified and carefully discussed in the paper. (1.5)
- Proficient: Most relevant patterns of information found across interviews are clearly identified and carefully discussed in the paper. (2)

Application of Theories and Concepts About the Transnational and Intercultural Experiences of Immigrants in the Data Analysis

- Null: No theories or concepts relevant to analyze the data are correctly represented in the discussion of patterns of information found across interviews. (0)
- Novice: Few theories or concepts relevant to analyze the data are correctly represented in the discussion of patterns of information found across interviews. (1)
- Satisfactory: Several theories or concepts relevant to analyze the data are correctly represented in the discussion of patterns of information found across interviews. (1.5)
- Proficient: Most theories or concepts relevant to analyze the data are correctly represented in the discussion of patterns of information found across interviews. (2)

Precision and Clarity in Writing

- Novice: The meaning of many sentences is confusing or vague. (0.25)
- Satisfactory: The meaning of several sentences is confusing or vague. (0.5)
- Proficient: The meaning of most sentences is clear and precise. (0.75)

Grammar and Spelling

- Novice: Many sentences have grammar and spelling errors. (0.25)
- Satisfactory: Several sentences have grammar and spelling errors. (0.5)
- Proficient: Most sentences have correct grammar and spelling. (0.75)

Organization and Sequence

- Novice: The paper does not follow the prescribed structure (introduction, theory, analysis, conclusion, reference). Much content is not placed in the appropriate sections. Within each section, the presentation of ideas often deviates from a logical sequence. (0.25)
- Satisfactory: The paper follows the prescribed structure (introduction, theory, analysis, conclusion, reference). Most content is placed in the appropriate sections. Within each section, ideas are mostly presented in a logical sequence. (0.5)
- Proficient: The paper follows the prescribed structure (introduction, theory, analysis, conclusion, reference). Content is placed in the appropriate sections. Within each section, ideas are presented in a logical sequence. (0.75)

Citations and References

- Null: No citations or references. (0)
- Novice: Several citations or references are missing or out of standard. (0.25)
- Satisfactory: Only a few citations or references are missing or out of standard. (0.5)
- Proficient: All sources are cited in the text when appropriate and in the references section in a standardized manner. (0.75)

Appendix B - Instructions and Grading Rubric for Critical Reflection Paper

In this critical reflection assignment, you will describe and examine your experience as a student- researcher in GLBL 401, critically reflecting on what you have learned. Please answer the prompts as honestly and accurately as possible because your answers will inform our evaluation of the GLBL 401 experience as a means to develop students' global competence.

- **Describe:** Provide a one paragraph narrative of the activities you carried out as a student-researcher. What did you do? When? Where? With whom? (You can use information from the Methods section of your research paper).
- **Examine:** What specific academic materials (readings, handouts, assignment instructions, etc.) were relevant for this experience? (You may use information from Theory section of your research paper). How were the concepts, theories, methods, etc. reflected in your research experience? When did you apply concepts, draw on theory or use methods? What academic skills (data collection, data analysis, concept application, etc.) did you use to conduct the research? (You may use information from Methods section of research paper). In what specific ways does your experience contradict or confirm the materials or skills you discuss above? (i.e., do theories on acculturation contradict or confirm what you learned in the interviews? Did the article on conducting interviews provide advice or suggestions that were different than what worked for you during the interviews?). What are some possible explanations for this? How do you evaluate your performance during the interview of an immigrant student? What worked well? What didn't? How could you improve your approach to interviews? How does your college experience compare with the college experience of the immigrant students that were interviewed? How might your identity and previous experiences have influenced how you conducted the interview and the way you interpreted the interview data?
- **Articulate learning:** What specific concepts did you learn? (Provide a thorough yet clear explanation of the concept so that someone who has not previously studied it could understand. Explain how reflecting on this experience has contributed to your understanding of the concept). What specific activities associated with the research project contributed to your understanding of the concepts? Why do the concepts/ideas matter? (What makes the things you learned interesting, worthwhile, or valuable? How could they be applied to other contexts, situations, or topics?

Grading Rubric

Total points = 10 (3 for writing skills)

Description of Activities Carried out as a Student-Researcher

- Null: No description of activities is given. (0)
- Novice: Minimal description of activities is presented, but many important aspects are left out (0.5)
- Satisfactory: All or most activities described, but some detail is lacking. (0.75)
- Proficient: All relevant activities are thoroughly described. (1)

Examination of Concepts, Theories, Methods and Skills

- Null: No relevant concepts, theories, methods or skills are examined. (0)
- Novice: A few concepts, theories, methods or skills are mentioned, but there is little consideration of how they were applied and little to no evidence of critical self- reflection. (1)
- Satisfactory: Some important concepts, theories, methods or skills are explained and there is discussion of specific ways they were applied in the project, as well as critical reflection on the role of the researcher. (2)

- Proficient: Several important concepts, theories, methods or skills are fully explained and there is ample discussion of specific ways they were applied in the project, as well as insightful critical reflection on the role of the researcher. (3)

Articulation of What You Have Learned, How You Learned It and Its Broader Significance

- Null: There is no meaning discussion of the learning process or its significance. (0)
- Novice: A learning outcome is described, but explanation of the concept, how it developed in the context of the project and its broader significance are vague or inadequate. (1)
- Satisfactory: An important learning outcome is described and there is adequate discussion of how understanding developed in the context of the project, as well as some critical consideration of broader significance. (2)
- Proficient: An important learning outcome is fully described and there is specific discussion of how understanding developed, as well as thorough articulation of the broader significance. (3)

Precision and Clarity in Writing

- Novice: The meaning of many sentences is confusing or vague. (0.25)
- Satisfactory: The meaning of several sentences is confusing or vague. (0.5)
- Proficient: The meaning of most sentences is clear and precise. (0.75)

Grammar and Spelling

- Novice: Many sentences have grammar and spelling errors. (0.25)
- Satisfactory: Several sentences have grammar and spelling errors. (0.5)
- Proficient: Most sentences have correct grammar and spelling. (0.75)

Organization and Sequence

- Novice: The paper does not follow the prescribed structure (Description, Explanation, Articulation of Learning). Much content is not placed in the appropriate sections. Within each section, the presentation of ideas often deviates from a logical sequence. (0.25)
- Satisfactory: The paper follows the prescribed structure (Description, Explanation, Articulation of Learning). Most content is placed in the appropriate sections. Within each section, ideas are mostly presented in a logical sequence. (0.5)
- Proficient: The paper follows the prescribed structure (Description, Explanation, Articulation of Learning). Content is placed in the appropriate sections. Within each section, ideas are presented in a logical sequence. (0.75)

Citations and References

- Null: No citations or references. (0)
- Novice: Several citations or references are missing or out of standard. (0.25)
- Satisfactory: Only a few citations or references are missing or out of standard. (0.5)
- Proficient: All sources are cited in the text when appropriate and in the references section in a standardized manner. (0.75)