



ELON
UNIVERSITY

CENTER FOR
Research on
Global Engagement

THE
FORUM
ON EDUCATION
ABROAD

**AAC&U, CRGE, and The Forum on Education Abroad
Think Tank on Mentoring Undergraduate Research in Global (Local and International)
Contexts
Tuesday, October 6, 1-4 pm**

Defining the terms

Based on our own and others' work, we offer a few definitions of terms that may arise during our conversations. This is not meant to be an exhaustive list and we welcome your suggestions and feedback.

1) Global learning, intercultural development and study away

From AAC&U:

<https://www.aacu.org/global-learning/definitions>

Global learning is “. . . a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.”

See also: <https://www.aacu.org/global-learning/definitions>

AAC&U Intercultural Knowledge and Competence VALUE rubric:

<https://www.aacu.org/value/rubrics/intercultural-knowledge>

From Elon's Center for Engaged Learning

<https://www.centerforengagedlearning.org/doing-engaged-learning/elon-statement-on-integrating-global-learning/>

“*Global learning* has been defined in varied ways, ranging from prior exposure to multiple cultures, student experiences off campus, all the way to internationalization efforts on campus. While institutions define global learning differently, there is an emerging consensus that there are attitudes, skills, knowledge, and behaviors necessary for global learning (Deardorff, 2009; Griffith, Wolfeld, Armon, Rios, & Liu, 2016). Our research groups define global learning as a lifelong developmental process in which the learner engages with difference and similarity and develops capabilities to interact equitably in a complex world.

Intercultural development also has multiple definitions and includes terms such as intercultural competency/humility/awareness/literacy/proficiency, transcultural competency, intracultural competency, etc. The seminal work on the cognitive, affective, and behavioral traits connected to intercultural competency is the ability to communicate effectively and appropriately across difference (Deardorff, 2009). Developmental researchers such as Bennett (2012) and Hammer (2012, 2015), as well as others,

stress the developmental process that learners need to be globally competent. Intercultural development is a fundamental component of global learning, but the terms are not synonymous.

Study away is an encompassing term referring to university-sponsored learning experiences that occur off-campus, whether internationally or domestically.”

2) Undergraduate research and mentoring

In 1997, the Council on Undergraduate Research (CUR) developed a definition of undergraduate research that reflects the centrality of the faculty mentor to the achievement of genuine high-impact teaching and learning:

“Undergraduate research [scholarship, and creative activity] is an inquiry or investigation conducted by an undergraduate in collaboration with a faculty mentor that makes an original intellectual or creative contribution to the discipline” (Wenzel, 1997).

In their new book, Patch and Berends offer a definition of UR abroad:

“Undergraduate research abroad is the process of undergraduate students engaging in an intellectual, critical inquiry, guided by mentorship, that situates their cultural epistemology within a host culture different from their own. Undergraduate research abroad is a collaborative and scholarly endeavor that attempts to acquire new knowledge in specific disciplines and in specific cultural contexts through mentorship and engagement with a variety of stakeholders. It applies the intellectual tools of numerous academic approaches to understanding international issues of their focus of study. An international issue is one whose pursuit requires a conceptual framework that embodies a cross-societal context.” (p 10)

Patch, K. H. & Berends, L.M. (2020). *Undergraduate research abroad. Approaches, models and challenges*. NAFSA.

Mentoring:

There is not one accepted definition of mentoring, but many definitions incorporate these key processes:

Instrumental mentoring – Professional skills and competencies; Career development

Psychosocial mentoring – Personal competencies; Identity development; Emotional support

Relational mentoring – Interpersonal relationships are reciprocal, dynamic and developmental

“Mentoring is a personal relationship in which a more experienced faculty member acts as a guide, role model, teacher, and sponsor of a less experienced student. A mentor provides the protégé with knowledge, advice, challenge, counsel, and support in the protégé’s pursuit of becoming a full member of a particular profession. Mentorships are reciprocal and mutual by design, and the ultimate goal of the relationship is development of a strong professional identity and clear professional competence on the part of the protégé.”

Johnson, W. B. (2003). A framework for conceptualizing competence to mentor. *Ethics & Behavior*, 13(2), 127-151.

Ten Salient Practices of Mentoring:

<https://www.centerforengagedlearning.org/salientpractices/>

3) Other related terms

From The [Forum on Education Abroad's Guidelines for Undergraduate Research, Field Studies, and Independent Study Projects Abroad](#)

research abroad: an activity abroad that typically pairs a student or students with an on-site faculty mentor and/or other local experts to pursue a specific topic or research question in a systematic investigation designed to develop or contribute to generalizable knowledge; such research typically results in the writing of an academic paper or presentation, whether to fulfill requirements for academic credit or other degree requirements or with an eye to publication in a peer-reviewed journal or presentation at an academic conference; the research may be undertaken as part of an organized study abroad program (i.e., a research-based course or independent project) or in a completely independent manner outside the structure of a program¹

research team: comprised of all stakeholders involved in the collection and interpretation of data for a research experience, including student and faculty researchers, faculty or other researchers mentoring independent student projects, other collaborators, research assistants, etc.

field study: structured learning outside the classroom; includes such experiences as internships, service-learning projects, nature observation and research, small-team field assignments, and individual research projects; can also be referred to as field experience¹

independent study: a research project or other individualized project that a student pursues; this may be offered as part of the curriculum on an overseas program, or the student may be doing the project independent of a program¹

human subjects research: “human subjects research is research involving a living individual about whom an investigator (whether professional or student) conducting research obtains [either] data through intervention or interaction with the individual, [and/]or identifiable private information,” also called human participants research²

home institution: college or university where a student is pursuing their degree of study

host institution: (or host school) the institution at which the student conducts their research while abroad (if applicable)

coordinating organization or institution: the institution or organization responsible for identifying research sites and connecting students to research opportunities; these organizations sometimes, but not always, also provide students with mentors

sponsoring or approving organization: the institution or organization(s) involved in providing financial support or awarding academic credit for research abroad; often, but not always, a student's home institution

1. Adapted from The Forum's Glossary: www.forumea.org/resources/glossary

2. As defined by the U.S. National Institutes of Health (NIH): <https://humansubjects.nih.gov/walkthrough-investigator#tabpanel1>