



Global Awareness Society International

Virtual Symposium: *Globalization and Climate Change: In Pursuit of a Better World*

Panel Session 1A-*International Education*

May 28, 2021 8:30-10:00 AM New York Time

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Internationalization of Creative Writing: What Does It Mean, and What Should It Look Like?

Abstract

In the introduction to their 2018 edited collection, *The Internationalization of US Writing Programs*, Shirley K. Rose and Irwin Weiser draw the following three “notable” conclusions regarding the internationalization of US writing programs: a) “we must adopt and advocate for a perspective on language that acknowledges and respects multi- and translanguality of both international and domestic L2 students,” b) “we must better support our faculty who are committed to teaching all their students effectively,” and c) “a review and revision of our practices motivated by the desire to respond to a changing student population can lead to improved practices for all students.” David Martin’s 2014 edited collection, *Transnational Writing Program Administration*, in a similar mode, highlights “various ways writing is taught and administered in other countries, often as a version of US-based writing program” (Weiser and Rose). In both these cases, like in numerous others, the “internationalization of writing program” or “transnational writing” mean, by default, the internationalization of composition writing, leaving creative writing out of the conversation.



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Abstract

The Economic Impact of “Globalized” Education in Nepal

Globalization links all aspects of a national life—education, economy, culture, and commercial activities—in a single framework of the countries. The global trends in higher education highlight the growing popularity of international education shift towards innovation and better productivity that demand for updated and high quality human resources. And on the supply side, it creates the pressure on families to send their children to the educational institution not only within the country but also abroad to fulfill the need of human resource.

In the context of Nepal, the trend of opening higher education institutions and of students going abroad for the study accelerated after the implementation of globalization policies after 1990. Those students leaving the country for the purpose of higher studies have settled in abroad are contributing through remittance. Those who return to the home country have utilized the available resources, and generated income. Furthermore, they are also establishing networks to work through the exchange of ideas and products in global market.

In this presentation, I will present the primary findings from my research on economic impact of globalization on education in Nepal by using the supply side human resource data of student enrollment in higher education in the country and Nepali students abroad, and its impact on trade, migration, industry and remittance to the national economy of Nepal. For this study, 20 years of secondary data of above mentioned variables have been analyzed. Results show the positive impact of globalization on the economy of Nepal. The findings will be useful for making policy recommendations to the developing countries like Nepal to enhance education through grasping the opportunities globalization offers.

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Abstract

Challenging Economic Barriers to Study Abroad: Six Solutions

Colleges and universities frequently tout the importance of study abroad as an integral part of the education they impart. In the typical strategic plan, mission or vision statement, and student recruiting brochure, institutions pledge to prepare graduates who will go into the world with a global consciousness honed by intercultural experience in one of the many study abroad programs illustrated in colorful scenes of smiling students sporting the college sweatshirt in an exotic locale. Study abroad programs are indeed a transformative part of a great education (see, for example, Sutton & Rubin, 2004). But Stuber (2011, p. 82) has noted that there is a clear “class divide” in study abroad participation, and Lalicker (2017, p. 67) has documented that study abroad programs may fail if they serve only “our richest, whitest” student demographic. How can we challenge the economic barriers to study abroad? This 15-minute presentation will show how one state university has mounted interconnected initiatives to fund study abroad with an intentional focus on engaging students who are socioeconomically less privileged and who are members of underrepresented minorities. This presentation will demonstrate how the university has leveraged six specific funding strategies and resource categories, and thus has provided access to study abroad for a sizable economically and racially diverse student cohort. In doing so, the program has delivered on the ideal of study abroad as an integral part of every student’s university education. The presentation will suggest ways in which the six solution strategies may be adapted by a variety of colleges and universities in order to make our ideal of the globally-prepared student a reality for all of our graduates.

Lalicker, W. (2017). Enacting translingual writing pedagogy: Structures and challenges for two courses in two countries. In B. Horner & L. Tetreault (Eds.), *Crossing divides: Exploring translingual writing pedagogies and programs* (pp. 51-69). Logan, UT: Utah State University Press.

Stuber, J. (2011). *Inside the college gates: How class and culture matter in higher education*. Lanham, MD: Lexington Books.

Sutton, R., & Rubin, D. (2004). The GLOSSARI Project: Initial findings from a system-wide research initiative on study abroad learning outcomes. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 65-87.



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***University Seminars as the Cradle of Innovation
Can failure lead to success? The Case of Lorant Hegedüs***

Abstract

Education plays an important role in ensuring the functioning and growth of the economy. In addition to health, it is the other economic subsystem that can contribute to raising living standards. That is why it is important for it to be able to meet the demands placed on it in the rapidly changing 21st century. One of the most important requirements is that young people should have the knowledge, skills, abilities, and attitudes needed to achieve a good quality of life, maintain good health and material well-being. Consequently, the task of the school is much more complex today than it was even two decades ago. Some researchers describe the school of the 21st century as a multifunctional development institution. In such an institution, educators also have to perform a much more complex task. In our view, university education needs to respond to these challenges. In the presentation, we present a research seminar of the Department of History at the Faculty of Humanities and Social Sciences of the University of Pécs, and its latest development, a community board game. This is our second development. The first one has been included in the university's innovation portfolio and is currently being adapted in several places in Hungary. The development of the new game was also influenced by the Covid 19 pandemic (epidemics were added to the game, and an online version of the game was also created). This game focuses on developing cooperation and problem-solving skills through the local history of Orfű and Abaliget (villages) located in the same region as the university. The game is still being piloted. The GASI conference is the first international scientific forum where it is presented.