DIVERSIFYING UNDERGRADUATE INSTRUCTION:
EXPLORING NEW CURRICULAR MODELS FOR GLOBAL ENGAGEMENT
Co-sponsored by the Humanitarian Engineering and Social Entrepreneurship Program

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This workshop is about exploring new curricular models for global engagement with a particular focus on the eplum model of student engagement that has been piloted by the HESE program across several courses at Penn State. These questions have been developed to help you consider the key issues that need to be determined to create the hubs for the eplum model with which the various courses can work in concert.

1. What travel-based global experiences does your program currently offer?

2. What non-travel based global experiences does your program currently offer?

3. Are you interested in expanding travel-based or non-travel based experiences?
   a. Travel-based experience to “developed” countries
   b. Travel-based experience to “developing” countries
   c. Non-travel based experience with focus on “developed” countries
   d. Non-travel based experience with focus on “developing” countries
   e. Ideally both travel and non-travel based experience
4. Would you like your model to have a travel component? What are the pros and cons?

5. Would you like your model to engage students from one discipline/major? One college? Several colleges? What are the pros and cons?

6. Would you like to integrate an original research component in the travel-based portion of the model? What are the pros and cons?

7. Would you like to integrate a community engagement component in the travel-based portion of the model? What are the pros and cons?

8. List some of the global awareness / engagement themes that you are passionate about. These might have a geographic focus (e.g. Central America, Alaska, Cambodia) or a thematic focus (energy needs of developing communities, indigenous music & conflict resolution).
9. Place each of the themes in the center of the diagram. Identify project-based courses (discipline / college / cross college: based on your response to question 5) that might be related (or unrelated) to the theme and place it in the spokes. Articulate how the course in the spoke will be influenced by the theme and what unique learning opportunities it might present to students in the class?