Fellowship to Enhance Global Understanding

Student Information Session

October 8 & 9, 2018
Today’s plan

• Introduce fellowship goals, purposes, and expectations

• Application and selection process

• Introduction of this year’s fellowship program: Relationships among Place, Space, Education, Development, and Diverse Identities: France

• Questions and discussion
• Purposes of the Program

• Develop scholars with enhanced global understanding of research; challenge or diminish parochial perspectives
• Provide learning experiences that can contribute to global competencies as a researcher, practitioner, and public intellectual
• Support increased inter-cultural and cross-cultural understanding and skills
• Provide experiential opportunities to learn about the educational systems and cultures of other countries
• Inform your teaching practices, research, and engagement in education policy issues.
• Provide an opportunity to work with colleagues across programs and to focus on interdisciplinary issues
• Background of the Fellowship Program, honing in on core potential of the fellowship

Program started – Partnership with Southwest University, Chongqing China

FEGU Program Expanded – Botswana, China, Cuba, Cyprus, Indonesia, Mexico, the Netherlands, Vietnam, France, Tanzania (undergraduate), Ireland (undergraduate)

In 2018-19:
  • Fellowship as program, not just the time out of the US
  • Evidence of impact in subsequent work
  • Benefit of more sustained collaboration within your team and with partners
  • Keeping scholarship and scholarly development central
Fellowship expectations

Participate fully in all parts of the program

- Spring meetings—orientation, team building, engagement with the theme, readings and collaborative work
- Summer travel—all academic and cultural activities determined by the program leaders
- Post-travel work
- Post-travel learning artifact

Connect to your program of study and development as a scholar
• Expectations for Students

• FEGU international trips are academic experiences, not vacation.

• Students must be in good academic standing.

• Academic responsibilities take priority over personal interests.

• Follow the norms and ground rules in the host country, established by your faculty program leaders.

• Students are “cultural ambassadors” in the host country and your conduct will be seen as representative of the United States, your countries of origin, as well as the state of Michigan and MSU.
• These fellowship programs are **non-credit bearing study trips**, not study abroad.

• **12 – 14 students in 2019**

• Students’ spouses, partners, friends, and children cannot participate

• Students should engage in decisions about the fellowship and how to make best use of it (and what else you might be undertaking during this time) in consultation with your advisor and/or guidance committee

• Specific travel dates will be finalized only after best airfares and in country arrangements can be firmed up.

• Important to know clearly the environmental conditions when considering a program – weather, amount of walking, etc.
What Does the Fellowship Cover?

- Airfare from Detroit to program site
  - Student cover transportation from Lansing to Detroit
- In-country transportation
  - Health insurance for international portion of the program
- Accommodation
- Cultural excursions associated with the fellowship program
- Some meals

**NOTE:** The fellowship covers the majority of costs. Participation also requires students to pay $500 upon acceptance of the fellowship. This goes towards covering some of the costs.
What the Fellowship does NOT Cover

- Visas Fees
- Passport Fees
- Vaccinations
- Transportation to and from Detroit Airport
- International Phone Calls
- Additional travel after the study tour
- Personal Spending
• **Student Selection Process: 2019**

  - Nov. 2: Student applications due by 9:00am EST (Friday)
  
  by Nov 16: Semi-finalists determined, begin interviews week of Nov. 26
  
  Dec. 18: Announce award recipients
  
  Jan. 11: Fellowship recipients must commit to accepting award no later than this date
  
  Mid January: Orientation for ALL Accepted students
  
  Spring 2019: Program-specific sessions for Summer 2019 fellows
Relationships among Place, Space, Education, Development, and Diverse Identities: France

Faculty Leaders:
Dr. Alyssa Hadley Dunn & Dr. Jennifer Van Der Heide
Department of Teacher Education
Goals of the Program

• Learn about the educational system in France and how it shapes and is shaped by students’ religious, racial, cultural, gender, and physical identities.
• Learn about the history of immigration in France and its relationship to religion, race, culture, and public spaces (including schools).
• Explore how public space, the educational system, and immigration policy affect people’s emotional, psychological, physical, and educational development.
• Increase self-awareness of participants’ world views, assumptions, and cultural competence
  • Travel dates: mid to late May/early June
Program Features

- **Sample pre-travel sessions:** Community building, how to have critical conversations about race/religion/justice, history of French education, educational experiences for youth of color in France, history of colonization and decolonization, introduction to Islam and Muslim identity, French language “crash course”...

- **Sample in-country session topics:** The French education system (K-16), Black history of Paris (focus on AA intellectuals and writers), immigration in Paris, influence of Islam on French society and schooling, race(ism) in France today...

- **Sample guest speakers:** Professors of education at the Sorbonne, teachers of immigrant/refugee youth

- **Guest teaching:** Five days at a French secondary school serving immigrant and refugee students of color, teaching/supporting lessons in English, working with faculty, etc..

- **Unique cross-university partnership:** Trip will be conducted with students and faculty collaborators at Clayton State University.

- **Day Trips:** Fontainebleau & Barbizon, Giverny

- **Physical Requirements:** Walking approximately 3-5 miles per day, climbing stairs (many buildings with no elevators)
Community Building, Neighborhood Tours, Classes en plein air
School visits (Secondary School and University)
Dialogue Groups & Tours
Themed Tours, Day Trips, and Classroom Teaching
2 weeks of learning and exploring are exhausting!
Any Questions?

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