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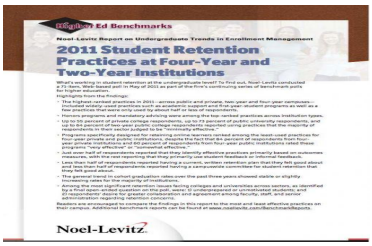

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ARTICLES

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CHALLENGES IN DOCTORAL RESEARCH IN ARCHITECTURE IN INDIA

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Abstract
Undertaking a doctoral study has traditionally considered as a form of academic apprenticeship, and training inevitably has a part to play in producing the well rounded academician. PhD in Architecture is comparatively new in Indian Universities. Present paper discusses what a PhD stands for today with reference to architectural education in India. There are numerous misconceptions about the process and product of doctoral work which is adversely affecting the architectural education as a whole. True meaning of PhD is not known and the role of doctoral research in architectural profession and practice is largely under estimated. There is an urgent need to define PhD education process as well as product in architectural discipline which is aimed at the student's empowerment and transformation as a professional and academician. It is stressed that doctoral study is not just an academic apprenticeship but it possess capability to develop and promote creative talent and enable students to become professional researchers or researching and scholarly professionals. This paper talks about epistemological and methodological considerations in doctoral studies. Various aspects of PhD education are highlighted , characteristic of a good PhD thesis is put forward which essentially is scholarship, which examiners defined as originality, coherence and student autonomy in addition, a well-argued, logical progression of ideas. Various initiatives to promote doctoral research are discussed in addition to its current status in India. The overarching aim of this paper is to provide an overall picture of doctoral studies in architecture in India in the interests of ensuring the best possible form of doctoral education. It has been found that the doctoral research in Indian architectural schools needs a paradigm shift in order to promote research culture in academia and practice holistically. To achieve this adoption of practice oriented research approach is suggested considering the demand of architectural discipline which is a nascent area of concern in current educational scenario in the country.

Keywords: Doctoral, Tacit, epistemological, methodological, apprenticeship.

INTRODUCTION

PhD is essentially training for scientific research for a defined period dedicated for learning tricks of profession and establishing researcher peer among experts. It is aimed to attain mastery of the subject, analytical breadth and mastery of depth which refers to the contribution itself, judged to be competent and original and of high quality. It is the period to learn the art and the science of research, the ethics of research, the intellectual rigour required. It is about how to frame research questions, pursue and mould them, to complete a piece of original research (Mullins, 2000). According to Barnett (1994), modern society requires higher education to prepare students to function effectively in society. The number of science doctorates earned each year grew by nearly 40% between 1998 and 2008, to some 34,000, in countries that are members of the Organisation for Economic Co-operation and Development (OECD). In 2004, India produced around 5,900 science, technology and engineering PhDs, a figure that has now grown to some 8,900 a year. This is still a fraction of the number from China and the United States, and the country wants many more, to match the explosive growth of its economy and population. The hope is that up to 20,000 PhDs will graduate each year by 2020.

Architectural education need to expand their notion of knowledge production from simply the development of 'reliable' knowledge (Gibbons, 2002). PhDs are increasingly not just educated for academic research, but for the labour market in general. It is important for knowledge society in

which knowledge is seen as the basis for social and economic development where architectural research can play a crucial role. Considering the interdisciplinary nature of architecture it is becoming increasingly necessary to draw on knowledge from other disciplines in meeting the challenges and opportunities of the modern economy and society. Architectural research, in particular, benefits from the inclusion of complementary work in the social sciences and humanities. There is a need to think about ways the practice of interdisciplinary research can be encouraged and facilitated (Howard, 2008). It is still an implicit assumption that the doctorate in architecture is preparation for an academic career only. PhD student gain high-level research, organizational and interpersonal skills, which can open up exciting career opportunities in academia, research institutions or architectural consultancy. Architectural research at PhD level is aimed to test the originality of thought and the determination of the researcher to see a project through. The PhD places an aspiring candidate at the core of the university's intellectual life and at the forefront of its worldwide quest to provide future generations with the necessary flow of new ideas for architectural development. In many countries like Germany, the UK, PhD holders are preferred in the labour market as employers value their ability to work independently and be highly reflective and critical. The motivation for undertaking a PhD is improving one's position in the labour market outside of academia which is not the case in Indian context particularly in the field of architecture.

DOCTOR OF PHILOSOPHY : A HISTORIC BACKGROUND

Doctor of Philosophy is originated from the Latin Philosophiæ, which is a postgraduate research degree awarded by universities. The title PhD is derived from the Greek, meaning "Teacher of Philosophy". In the context of academic degrees, the term "philosophy" does not refer solely to the field of philosophy, but is used in a broader sense in accordance with its original Greek meaning, which is "love of wisdom". PhD degree was started in medieval Europe as a licence to teach in universities. It was established as a research degree in Germany in the early 1800s. German universities started attracting foreign students, notably from the United States. In 1861 Yale University started granting the Ph.D. degree. From the United States, the Ph.D. degree spread to Canada in 1900, and then to the United Kingdom in 1917. University of Yale awarded the first PhD degree in United States to three men in 1861. In 1892 both men and women were allowed to enrol in PhD programmes at Yale. Two years later, the first seven women awarded PhD degree in the year 1894. The Ph.D. in Architecture was one of only four such programs in the United States when it was established in 1969 at University of Michigan and it was the first university in United States to offer the Doctorate in Architecture (Park, 2007).

PhD has been described by scholars in different ways, as "the pinnacle of academic success" (Nyquist 2002), "the zenith of learning" (Lovat, Monfries and Morrison 2004), and "the pinnacle of university scholarship" (Gilbert 2004). PhD is defined as a research degree offered to a student who has acquired the capacity to make independent contributions to knowledge through original research and scholarship (Association of American Universities, 1998). It is aimed to prepare student for a lifetime of intellectual inquiry that manifests itself in creative scholarship and research (Bargar & Duncan, 1982). In United States doctoral education is considered as an academic programme to develop professional researchers' (Bourner et al., 2001). It is referred as a 'critical transition' characterized by a shift from course taker student to independent scholar (Etzkowitz et al., 2000; Lovitts, 2001). PhD programme prepare students for a research or academic career, who can offer advanced research support in industry, civil service, culture, media and the heritage sector.

It is basically the research degree of choice (Park 2005a) which takes a number of different forms in different countries (Noble 1994). In the USA, a doctorate programme usually includes both taking advanced-level taught courses and undertaking academic research, with access to a range of academic advisors and supervisors. In UK, European universities and Australia, this degree is typically based largely or exclusively on research, with the student effectively serving an apprenticeship under the guidance of a principal supervisor. In the last century the PhD has considered as a qualification recognised internationally, as the standard qualification for entry into the research and academic

professions, and for other labour markets. Today it is supposed to the topmost academic qualification in most countries. PhD facilitates inter-organisational circulation of tacit knowledge as well as inter-generational circulation of knowledge. It serves two main objectives. The first is quite explicit as the student researcher is required to produce an original and substantial contribution to knowledge. The second, who is less explicit, is to investigate and become proficient in the process of doing research in an ethical manner in one's chosen area (Phillips & Pugh, 1990). Hence, doing a doctorate is an experience in learning.

QUALITY OF A DOCTORAL WORK

Doctoral degree is associated with scholarly experience which is to be reflected in the outcome or thesis. What makes a doctoral work worthy of a PhD degree is a point of concern. Traffort & Lashem (Trafford and Leshram 2002 b) referred the term "doctorateness" which defined as mastery of subject, mastery of analytical breadth where methods, techniques contexts and data are concerned, the mastery of depth which include the contribution itself judged to be competent, original and of high quality. The features which make a thesis scholarly are an intellectually coherent argument, methodologically plausible research design, and quality of writing outcomes and conclusions and contextualization. Doctorateness in a thesis can be achieved if all the components are adequately fitted together to represent an inherent notion of synergy (Fig 5). All these components are supposed to form a mutually interdependent network system of all the parts with a justifiable relationship within the thesis. Thus the whole may be greater than the sum of its parts. It should satisfy the requirement of examiners which include two variables viz. Innovation and development and scholarship. Trafford suggested a matrix having four quadrants.

A- Technology of thesis
B- Theoretical perspective
C- Practice of research
D- D Jointly underpinning Doctorateness

The quadrants display gradation of thinking that moves from practical and technical aspects of producing a thesis (A) through abstraction conceptualization interpretation (Trafford and Leshram 2002). In this matrix the quadrant D is considered the most significant.

PHD EDUCATION - INTERNATIONAL TRENDS

In 21st century PhD education is characterised by stronger emphasis on the broader social and economic value aimed to develop a knowledge society, and a knowledge economy. The Bologna process suggests a common structure and degree for doctoral education in Europe in order to increase cooperation and mobility across countries ensuring a common approach to quality in doctoral education (Bologna Declaration 1999). Salzburg principles are the ten structuring principles framed to set a standard across the diversity of individual and national systems of PhD education as mentioned in 2005's Salzburg report (European University Association 2005). It is an attempt to retain the traditional core values as well as its application for profession. They stress on originality, diversity, interdisciplinity and development of transferable skills. Nature of research training in different countries is different which has to be streamlined (Kyvik and Tvede 1998). The Bologna Declaration is an attempt to increase harmonisation of the higher education across Europe in which PhD education and training is one of the agendas (van der Wende, 2000) aimed to promote its convergence . Regardless of the differences in research cultures, a PhD research invariably involves critical enquiry, the strenuous intellectual activity of collecting, sifting and analyzing information for the sake of new knowledge'(James & Baldwin 1999). To meet the challenges of modern economy it has became necessary to take advantage of research and knowledge base from a number of disciplines and find out ways to promote interdisciplinary research (Howard, 2008).

Other European Initiatives

Two important European initiatives have an impact upon doctoral education viz. Lisbon Agenda, and the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers. Key aims of the Lisbon agenda are to strengthen the research base and competitiveness of Europe , and to increase the training and production of doctoral students (Nilsen 2006). The European Commission (2005) has adopted a European Charter for Researchers, and a Code of Conduct for the Recruitment of Researchers, which are designed to help make research a more attractive career and increase mobility by giving researchers the same rights and responsibilities across Europe. The scope of PhD education and training is not limited to academics which is traditionally considered as a piece of work that changes the course of human knowledge base. In many countries like UK and Australia the doctorate has been reconceptualised as a training period for future researchers (Collinson1998). Universities are "custodians of academic standards and have the responsibility to award the degree. It is designed by universities but is the product of multiple owners or stakeholders (Nyquist 2002).

Indian Scenario

In India first PhD awarded in science in 1957, by Indian Institute of Technology Kharagpur. Minakshi Cadambi was an aarchaeologist who was the first woman to get a doctorate from the University of Madras in 1936 her topic of research was Pallava history. PhD in architecture was initiated by a few schools of architecture which included, Indian Institute of Technology Khragpur, Indian Institute of Technology Roorkee and few more added later like Vishveshraiya National Institute of Technology Nagpur, Maulana Azad National Institute of Technology, Bhopal, School of Planning and Architecture Delhi. Currently more than 20 architectural schools are offering PhD programme under different University setups.

ROLE OF SUPERVISOR

The doctoral candidates are often become intellectually confused, frustrated and doubtful about the progress. Supervisor resolves their problems and guides them to come out of such a situation. Traditionally, most supervision was based on the 'secret garden' model (Park 2006), in which student and supervisor worked closely together without external scrutiny or accountability. Role of supervisor is very important as it influence the process as a whole. It extends from teacher , trainer. Virtually supervisors not only shape the research but also guide the student through the research experience. The encouragement and inspiration of a supervisor can develop a student's personality as an independent researcher who is able to think creatively. PhD students need interested, available, critical, supportive and encouraging supervisors who provide scientific guidance, psychological support, overall perspective, inspiration when the going gets tough as well as career advice. Indian Universities generally define the qualification of supervisors but their role is not adequately defined.

ASSESSMENT

The PhD education has potentially major implications for the examination process. Most Universities the examination focus almost exclusively on the thesis submitted by the student, through an oral examination but there are diverse ways to conceptualize and operationalize the same (Tinkler and Jackson 2000). Many times examination process become very stringent which as per Mullins and Kiley (2002) there is a need to remind examiners that "it's a PhD, not a Nobel Prize". Indian Universities give the primary emphasis in examining the doctorate based on the product (thesis) rather than on the process (developing the researcher). There is a need to create an appropriate balance between the two. In traditional Indian universities examination is kept open only to the two or at most three examiners and the student, sometimes with the supervisor present as a silent witness. The final defence involves an 'examination' to which outsiders sometimes even members of the public are invited which is a good practice.

PROFESSIONAL DOCTORATES

In UK the PhD degree was introduced as "the process of preparation for an academic career in the university" (Blume and Amsterdamska 1987). Professional doctorate programmes are established in response to perceived gaps in doctoral education; such a trend is also evident in the USA (Hambrick 1997) and Australia (Pearson 1999). They are based on development projects which result in substantial organizational or professional change and a significant contribution to practice" (Lester 2004). Architecture is a complex discipline with a long tradition of studying architecture "from the outside" by researchers from other disciplines. Architectural research generally adopts theories and methods from other disciplines without reflecting on the specific character of the architectural field (Lundeqvist, 1999). The practice-based doctorate is a new concept where knowledge is advanced partly by means of practice which in turn based on a continuum from scientific research to creative practice" (Frayling et al., 1997). Practice-led Research refers to the research in which the professional and/or creative practices of art, design or architecture play an instrumental part in an inquiry" (Rust et al., 2007). As per Michael Biggs practice-based research prioritises some property of experience arising through practice, over cognitive content arising from reflection on practice (Biggs, 2004). Such type of PhD is need of the day particularly in Architectural discipline which is not at present available in Indian context. Introduction of such format of PhD in architecture is likely to encourage more candidates to join doctoral programme and contribute to the academics and architectural practice both.

DISCUSSION

PhD in architecture needs an interdisciplinary research which is characterised as "intellectual border crossing" (Metz (2001) and as "most productive in innovation and discovery" Gilbert (2004), which emphasize on relevance to society and knowledge transfer. Although many Indian universities are encouraging interdisciplinary research in architecture still more efforts are needed in this front. The doctoral training has to be designed to cater for, the expectations of candidates as well as expectations and requirements of employers, and transition and mobility. PhD students are a living strength of scientific production who is involved in experiments and knowledge-production that require the use of more complex processes in architectural discipline as compared to others. They contribute towards scientific production, towards teaching and towards relations with the professional/industrial partners which is an important aspect as far as architectural discipline is considered. Researchers are one of the vehicles for the diffusion of tacit knowledge acquired during their training through research. It has been found that the perceptions of stakeholders are remarkably different. Students consider it an "academic passport with international reciprocity" (Noble, 1994). Armstrong state it as a licence to teach at degree level, and an apprenticeship in "proper" academic research (Armstrong, 1994). Many research universities across the globe place themselves at the top of the ladder of academic qualifications (Stauffer, 1990). There are widely articulated tensions between product (producing a thesis of adequate quality) and process (developing the researcher), and between timely completion and high quality research. There is a wide gap between what universities are producing and what employers are looking for in terms of doctoral candidates not just in terms of competencies and transferable skills but also in terms of attitudes and behaviours (Leonard and Metcalfe 2006). This phenomenon is crucial in the architectural discipline which is largely practice oriented.

The meaning and value of the PhD education is to be defined as well as the standards of PhD education need to be explained in order to establish appropriate practices in PhD education in Indian universities offering PhD program in architecture. PhD programme has to be established and developed with utmost care with a flexible nature otherwise it may become cumbersome, restrictive and wasteful and become a trap for the candidate and a sinkhole for intellectual resources. In Indian context doctoral the students' journey is currently not well planned in most of the architectural institutes and the desirable academic consciousness is found missing. The unstructured nature of the

PhD education often make the whole process an outbound struggle in which candidates are supposed to first discover and then overcome. They have to discover elements of the structure of their doctoral work which is aimed not only to satisfy the examiner but also meeting University Regulations.

CONCLUSION

Doctoral studies can help in maintaining a reliable supply chain of researchers which is crucially important, particularly in today's knowledge economy from a national perspective. Researchers are key knowledge workers actively engaged in knowledge transfer. PhD education should locate research education as a ready source of labour and commodities for the new economy, which is said to trade principally in knowledge for the benefit of society (Barnacle 2005). It is true with reference to architectural discipline which deals with people's issues and concerns by and large. The environmental, socio-economic and cultural aspects are the focus of architectural doctoral work which can contribute for sustainable development and quality of life of the society. There is need for investment in developing both the research base and the researcher base, fuelled by an appreciation of the impact of research and development on economic development as well as to maintain the country's competitive position within the increasingly global marketplace for goods and services including knowledge where architectural doctorate has to play an important role. To cope with the rapid growth in PhD candidates, the institutions have to take steps to streamline the PhD education by adapting common guidelines and principles, The PhD training should be aimed to promote good practices in organisation and management with a strong focus on monitoring quality and efficiency. The misconceptions about PhD has to be addressed to encourage the new generation of architects to go for it .The throughput of productive doctoral students is vital to the health of academic disciplines like architecture as they are custodians of the disciplines. It is essential that there must be a sustained supply of architectural doctoral students, not just to grow the next generation of academics but to maintain vitality and research momentum in the discipline.

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MODERN COMMUNICATION EDUCATION: TECHNOLOGICAL EQUIPMENTS

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Abstract
Modern education requires technological facilities and technological applications but some educational organizations do not care about technological requirements. Modern life requires technological base and technological equipments but many educational organizations ignore requirement of technology in education. Modern life is based on technological base and most of people use technology in their business and in their daily lives. Economical sectors work with technology and educational organizations naturally have to work with technology too. Because of requirement technology, everybody has to learn to use technolgy and educational organizations have to own all technological facilities to teach. Communication is the base of life and almost all people use communication technology. The problem is that many people do not aware of details of communication technology or do not use technology correctly Technological facilities and technology use has to be taugt in communication schools or in communication departments.

Keywords: Modern communication education, technology, daily life, educational organizations, well-educated.

INTRODUCTION

Technology use is usual in modern age that is fed by capital owners but misuse of technology is a problem. Especially communication technology is used by numerous people in the world, but it is not certain that people really use technology for communication (Cereci, 2017: 121). The problem requires education to use communication technology correctly.

Communication technology is an indispensable element of the modern world and almost everybody uses communication technology in all lands. In a way, people get away with communication technology from the problems of the modern age (Feenberg, 2003: 248). Communication technology not only provides communication but also diverts.

New generations are born in a technological world and begin to learn technology use in the beginning of their lives. Learning technology use in the beginning is an advantage for the future but also a problem because of other dynamics of life and social activities. It is nesessary to know technology use correctly (Klopfer and others, 2009, 20). Using of technology causes man different results.

Nobody thinks life without education and without technology in modern age and everybody tries to make his children well-educated. Education eases life and guide people to have a safe future (Gawarikar ve Poddar, 2016: 38). Technology is the result of human mind and efforts and technology tends to govern the world. High technology can control every aspect of human life and societies that can not use technology are behind (Menon, 1980: 21). Because of importance of the technology, everybody tends to learn technology and technolgy use. Learning the use of technology does not always require professional training, but some professions require professional training (Tossy, 2017: 327). Communication education is one of these.

Communication technology is the most popular technology in modern age and nobody can resist communication technology because of business world and conditions of modern life. Everybody uses at least one communication technology and some people use it unnecessarily or incorrectly (Son and others, 2015: 252). Technology use requires training because of details of technology and the

complexity of modern life. It is possible to live in safe with using technology correctly. To use technology correctly is concerned with education. This is the esponsibility of communication schools (Ali and Katz, 2010: 16). Communication schools should have adequate technical facilities.

The most common technology is communication technology in the world. No sector can work without using technology in the world and most of people use communication technology because of their business (World Bank, 2015: 13). Communication technology prpovides people not only communication but many other facilities like creation. People are inspired by each other and get new ideas via communication technology (Sepehrdoust and Khodaee, 2013: 4151). People should learn the good technology that very useful for them. This is concerned with technology education.

COMMUNICATION TECHNOLOGY

About 5 billion people use mobile telephone in the world (statista.com, 2017) and about 1.2 billion people use facebook messenger (expandedramblings.com, 2017) and 3.7 billion people have mail address and 4 billion people use internet in the world (http://www.internetworldstats.com, 2017). Many people communicate via technological facilities in modern age and technology producers design enormous and attractive products for people in modern age (Dolinšek and Štrukelj, 2012: 47). Technology provides people easy and attractive facilities for communication.

Around the globe, countries are using innovative tools to enhance education. Information and Communications Technology (ICT) includes computers, telephones, video, radio, and television. All of these tools can enrich teaching and learning, improve access to and quality of education, and prepare young people for rewarding careers in the globally competitive job market of the 21st century. In December 2004, the MoE launched a critical initiative to help Pakistan harness ICT as part of its ongoing work to improve education at the primary, secondary, and vocational levels. It called upon our country's educators and technologists to join forces to produce a framework for how to move forward. Together, this representative group studied the potential use of ICT. A strong spirit of collaboration and dedication to improving schooling in Pakistan guided their process. Their united efforts produced the National Information and Communications Technology (NICT) Strategy (Unesco, 2006: 27). All countries regard importance of information and communication technologies and try to use communication technology in eduaction.

The technological innovations in microelectronics, computing telecommunications and opto-electronics, microprocessors, semi conductors and fibre optics have altered the mode of assimilation, processing, storage and dissemination of information. Information thus, is becoming the mainstay of growth by increasing efficiency through restructuring the organization of other factors of production (Varma and Sasikumar, 2004: 71). Societies also use information and communication technology much.

Mostly young people are interested in communication technology and many young people spend time by communication technology. *The content of the current media culture is often blind to a young person's cultural, economic and educational background. The concept of a media culture has evolved owing to the increased volume, variety and importance of mediated signs and messages and the interplay of interlaced meanings* (http://www.un.org, 2003: 325). Communication technology is one of the most attractive and funny component of modern age.

Communication technology is also used in education commonly to communicate with conservators and with students and with teachers and with others. Communication technology provides people going faster in official works (Lomas and Oblinger, 2006: 98). Information is the most important value in modern age and instruments that take information from somewhere to some other are more important than the information. Technology provides people many different instruments to take information and to send and to receive (Fischer and Kunz, 2004: 15). Communication technology

naturally eases communication process and communication technology attracts people to communication.

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. The ICT curriculum is not intended to stand alone, but rather to be infused within core courses and programs. Technology is best learned within the context of applications. Activities, projects and problems that replicate real-life situations are effective resources for learning technology (Education, 2003). Communication education requires the technology too. People firstly need technology to communicate with technology correctly.

TECHNOLOGY IN COMMUNICATION EDUCATION

Since the introduction of information and communication technologies (ICT), their integration into education and the associated financial investments have been policy concerns in many countries. Many policy reports have argued that societies are changing from industrial societies into 'information societies', in which the creation and dissemination of knowledge is of paramount importance (Unesco, 2009; 11). Therefore almost all societies try to set computing centers and try to educate their children with information technology.

Many communication school or communication departments has internet and other communication technology like computer or like communiaction systems. The most important requirement in communication education is communication technology and application facilities (Aduwa-Ogiegbaen and Iyamu, 2005: 110). All organizations and educational institutions try to develop communication technologies in the world. Companies train employees about communication technologies and communication schools also train their students (Severin, 2010: 22). Communication technology use is the solution of many problems in modern world.

It is notable that most of the countries in SSA (and in developing contexts generally) have a common feature in their ICT policies, curricula and initiatives in schools in the form of promotion of computer science or information technology as a discrete subject, examined by the national examination boards (in addition to increasing integration of ICTs within school information and management systems). This is reinforced by the lack of technology in classrooms and its concentration instead in purposebuilt computer labs (containing networked or stand-alone PCs), a model that countries like the UK with high penetration of ICT in schools are now moving way from, especially as mobile or classroombased technologies such as portable devices and interactive whiteboards increase in prevalence (Hennessy and others, 2010: 97). Not only technological products, but modern approaches about modern technology in communication education developes too.

Technical equipments, educational program and teacher education changes and everything adheres to the modern age. Reading, writing, and arithmetic were the first tools that required a formal and protracted education system. Up to that time, the body and mind tools could be learned through informal education and apprentice systems. After that time, people began to have formal schools that have many of the characteristics of today's schools. The past 5,000 years have seen a huge growth in the number of students receiving formal education and the length of that formal education.

Also during the past 5,000 years, many new body and mind tools have been developed, and many of these have been widely adopted. In terms of the diagram of this means that informal and formal educational system has been faced by the need for continual change in order to appropriately accommodate the changing tools.

A library can be thought of as being a mind tool. It facilitates the single most important aspect of problem solving—building on the previous work of others. The Web is a global library that is steadily growing in the depth and breadth of its contents. Communication over distance and time is an

essential component of building on the work ofother people. Thus, the Internet (which includes the Web) is of steadily growing importance in education.

Over a period of thousands of years, there has been steady progress in "automating" or partially automating mind and body tasks. Automated factory tools are, or course, an obvious example of this progress. But, consider the development of inexpensive paper and writing instruments, and the development of algorithms for "paper and pencil" arithmetic computation (Moursund, 2005: 121). Almost everything changed in the past and modern approaches shaped the age.

The combination of paper, pencil, and such algorithms is a powerful aid to the human mind in representing and solving arithmetic computational problems. ICT now plays a major role in factory automation. However, it is beginning to play an equally major role in the "automation" of processes that the mind carries out. More and more mental tasks are being aided by and/or carried out by ICT systems.

Looking at specific organisational change issues, it appears that there are universities or departments that start using new forms of ICT for social reasons, and some for economic reasons. Most of the persons involved in using or starting to use ICT are persons from within their own organisation. Some external persons are involved if it comprises a project with other partners. The change to using new forms of ICT in education is in general consistent with the existing goals of the organisation and the implementation is in general voluntary. While almost half of the organisations feel that they are part of an environment that is uncertain, the others assume organisational stability. Furthermore these results suggest that the implementation of new forms of ICT is not (yet) integrated in the present teaching and learning practice: from the analysis of the articles it can be seen that most projects that are described are at the level of individual or small group initiatives, to some extent supported with budgets and facilities. This is probably due to the fact that most papers and articles are written by instructors and researchers, innovators who are interested in using new forms of ICT in education. However, from the results it appeared the way education is designed and delivered has not changed much compared to the more traditional ways of teaching and learning (lectures, workshops, exams). Complete integration of ICT in teaching and learning was not observed in the articles. In the on-site case studies this will be further examined with in-depth interviews (Fisser, 2001: 73). One of the results is that ICT eases learning.

Having ICT-literate and confident teachers is clearly a prerequisite for integrating any form of ICT into schooling. Until recently training opportunities have remained limited in availability and inconsistent in quality, and teachers' ICT proficiency and knowledge of the potential of ICT for supporting teaching and learning have thus remained limited too (Hennessy and others, 2010: 100). Modern age grew its own teachers too.

According to a survey, participants highlighted that when they integrate ICT in their classrooms, they grab the attention of students that are in their turn using these tools outside in their regular lives. Furthermore, educational technology aids teachers deliver diversified instruction to a larger number of students. It also allows learners more autonomy, more cooperative learning, while individualizing information and resources related to the students' needs and interests, all of which can help secure higher student engagement levels (Rabah, 2015: 26). The modern age requires modern technological facilities and applications in all schools in the world anymore.

Computer is indispensable device of modern communication and communication education. Students should be able to: show understanding for the way you can communicate, Exchange and collaborate within an ICT network; minimum necessary resources optional extra resources one computer for each group of students with a graphics software package and software for presentations, writing and Web design. Examples from industry and commerce.

ICT is mainly collaborative and interactive. Improving the outcomes of the learning process needs a change in the way students interact. This is not a trivial dimension. Nowadays, several technologies allow co-writing and sharing resources. The collaborative and co-operative dimensions of the learning process are fundamental and an organisational change is needed in order to explore this dimension. Collaboration is also one of the most highly-searched for skills in the job market. By enhancing the learning of this kind of skill, higher education provides the job market with better workers (Youssef and Dahmani, 2008: 52). Contemporary conditions requires to learn communication technology use, firstly for students and than for all people to communicate correctly.

Advanced graphics software. Multimedia projector and overhead projector. Identify the various methods and types of activities of communicating via a network; send and receive messages and documents by using email facilities; retrieve information by navigating, searching and selecting information from the Internet and the World Wide Web; be critical about the quality of all information, and acknowledge the ownership and privacy aspects of information; subscribe to mailing lists and newsgroups, and participate in video-conferencing; send, receive, read and print faxes using a fax-modem and an appropriate software tool (Unesco, 2002: 78). Technology provides various facilities and easies for students in communication education.

CONCLUSION

Technology is the base of modern age and an indispensable component of modern life. Technology is used in every area of life and in all regions of the world. Especially computer technology is used in almost all areas and people use computer technology to communicate in their lives. Economical and educational organizations never avoid from technology and computer anymore and they lead all their works with computer and other technological facilities. Modern education is set on the base of technology and students are educated in methods of technology. The future is being set on technology and education is the main principle fort he future.

Communication education is widespread all over the world because of the common communication facilities and wonder of people about communication technologies. Numerous universities or high schools have communication departments and try to teach correct ways and available technologies for communication. Communication education requires special sensitivity and care and educators try to teach the most suitable information and technology for communication. But nevertheless more care and attention is needed.

Communication education more important than other because of importance of communication for people. Communication is a requirement for life and people hav to use the most availabla instruments and languages to communicate correctly. A well communication education can provide people correct communication and use of communication technology correctly. Technology evolves every day and new methods and trends take place instead of traditionals in modern age. People have to adapt to modern conditions and must be educated about modern technology.

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SHIFT HAPPENS-- TRANSITIONING INTO A GLOBAL MINDSET IN THE FIRST-YEAR THROUGH REFLECTIVE EXPERIENTIAL LEARNING

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Abstract
Experiential learning in higher education is identified as one of the most impactful learning methods and recent trends by which students' academic and social development can be fostered. Additionally, the role that reflexivity plays as a bridge between the experience and learning is underscored as a catalyst to making learning authentic and long-lasting for each learner. To answer the latest demands of the increasingly globalized and cosmopolitan society for our students entering the marketplace, it becomes important to arm them with the ability to think about themselves as a part of an interconnected global system; development of global citizenship. However, there is little shared on how these learning experiences manifest to cultivate a global mindset as a foundation to the higher education experience when applied to co-curricular initiatives within the first-year seminar context. Using the latest trends in high impact adult learning methodologies as a conceptual framework of first-year learning, experiential education, and reflective learning to underpin this study, the researchers investigate how students make meaning about their academic, professional goals, and course themes in a weeklong all-expenses paid, learning-by-doing excursion to Washington, DC. The aim of this co-curricular leaning initiative is to cultivate new understandings centered around building global citizenship by using guided visits to various governmental and nongovernmental organizations in the nation's capital while reflecting about those experiences using guided prompted questions, group discussion, and journaling techniques.

Keywords: Reflection, first-year, global learning, high-Impact practices, experiential.

INTRODUCTION

Utilizing a first-year experience course or first-year seminar (FYS) to ease a students' social and academic adjustment to the higher education environment is a fairly recent trend and characteristic of the international higher education experience beginning in the 1990's (Koch & Gardener, 2014). More recently, there is additional emphasis on diversity and global learning that underscore curricular and co-curricular opportunities to help students actively explore cultures, life experiences, and worldviews different from their own (Summit, 2011). While the purpose of a FYS course is to bolster connections between the student and their academic community, it is not guaranteed that this will occur. Incorporating active learning— "instructional method that engages students in the learning process" (Prince, 2004, p. 1)—can create conditions for developing cognitive skills, "where students synthesize ideas and concepts that cumulatively make a noticeable change in students' worldviews and self-awareness" (p. 19) while experiencing directly how to approach real-world problems and situations (Tukibayeva & Gonyea, 2014). In this study, researchers additionally highlight another key development of the first-year experience and draw attention to deeper "contemplative practices and student learning…connecting students to the material they are studying and showing how this connects not only to their lives but also to the outside world" (Boland, 2015: 114). Additionally, contemplative approaches "can deepen students' understanding of the material and make it more relevant to their own experience, allowing them to think more broadly" about the interconnectivity of human and natural systems (Barbezat & Bush, 2013: 23).

Experiential learning in higher education is identified as one of the most impactful learning methods and recent trends by which students' academic and social development can be fostered. Additionally, the role that reflexivity plays as a bridge between the experience and learning is underscored as a catalyst to making learning authentic and long-lasting for each learner. To answer the latest demands of the increasingly globalized and cosmopolitan society for our students entering the marketplace, it becomes important to arm them with the ability to think about themselves as a part of an interconnected global system; or develop an identity of *global citizenship*. However, there is little shared on how these learning experiences manifest to cultivate a global mindset as a foundation to the higher education experience when applied to co-curricular initiatives within the first-year seminar context. Using the latest trends in high impact adult learning methodologies as a conceptual framework of first-year learning, experiential education, and reflective learning to underpin this study, the researchers investigate how students make meaning about their academic, professional goals, and course themes in a weeklong all-expenses paid, learning-by-doing excursion to Washington, DC. The aim of this co-curricular leaning initiative is to cultivate new understandings centered around building global citizenship by using guided visits to various governmental and nongovernmental organizations in the nation's capital while reflecting about those experiences using guided prompted questions, group discussion, and journaling techniques.

REVIEW OF LITERATURE

This study explores how an experiential co-curricular global learning initiative, the Global Engagement Scholars Experience (GESE), taking place in Washington DC, strengthens academic development, fosters identity as a global citizen, promotes personal and social development via reflexive journaling techniques. Literature concerned with the first-year seminar and experiential learning is shared followed by a discussion of the theoretical framework from which this research undertaken – active and reflective adult learning. Additionally, an overview of the co-curricular program design and background of the participants are discussed along with findings surrounding the application of adult theory in practice, development of social networks (social development), academic development, and building a personal practice of awareness the interconnectedness of our global world. A summary of the study's implications, limitations, and directions for future research will shed insight on innovative use of active and reflective learning best practices for first-year students and how high-impact learning practices (HIPS) (Kuh, 2008) initiatives like the GESE can be transformative as well as critical to building academic and social development.

The First-Year Experience and the Impact of Transitioning into Higher Education

The Association of American Colleges and Universities (AAC&U) categorizes the first-year seminar experiences as "high-impact practices (HIP)," or learning strategies that lead to increased engagement and retention across undergraduate students supporting a seamless transition into college (Kuh, 2008). Further, studies show that first-year experiences focus on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies so that students build competencies across social and academic arenas (Association of American Colleges and Universities, 2007). Scholars, Conley, Travers, and Bryant (2013), summarize that many of the developmental challenges and stress associated with students' transition to college can be categorized as either academic (i.e. more difficult application in course concepts, critical thinking, and self-directing learning over time) or social (i.e. limited familial and peer networks, belonging (Romero, 2013)). According to the Centre for the Advancement of University Teaching (2007), the first-year should consist of integrated, interdisciplinary and inquiry-based learning (Marina & McGuire, 2008). The First-Year Seminar (FYS) is defined as a course intended to enhance the academic and/or social adjustment of first-year students (Black, Terry, & Buhler, 2016). Clark and Cundiff (2011) summarize that universities across the globe utilize the FYS, or "small discussion courses that focus on teaching basic study skills, academic planning, and time-management" as a way to promote retention (and decrease attrition) by remedying academic and social concerns early in the students' college experience (p. 618). Ryan and Glenn (2004) posit that a FYS has two components, academic-socialization models (courses are built around academic themes

with the intent for academic socialization) and learning strategies models (active learning skills are developed and taught, such as note taking, reading, and time management. "With the impeccable record of accomplishment, FYE reform proves as one of the most successful higher education movements in all of American higher education" (Marina & McGuire, 2008: 21).

The American College Health Association (ACHA) (2013) states that when it comes to social adjustment, over half of the first-year college students surveyed self-reported "overwhelming anxiety," while a third of those same students reported feeling depression to the extent of it being "difficult to function" when transitioning into higher education (p. 14). Scholarship in the area of emotional wellness indicates that the profile and issues encountered by first-year students is changing all the time. Higher Education Research Institution (HERI) notes that in 2010 the percentage of students experiencing emotional duress in their first year of college has not been this high since 1985 (Pryor, Hurtado, DeAngelo, PaluckiBlack, & Tran, 2010). Earlier ACHA (2013) data reveals that college students report feeling lonely or homesick, and personally struggle to maintain previous interpersonal relationships. Additionally, Dusselier, Dunn, Wang, Shelley, and Whalen (2005) found that while 25% of freshmen students encounter social and personal challenges, which contribute to increased stress, nearly half of students' emotional health was related to managing academic responsibilities like critical thinking and synthesizing understandings across their courses. Ultimately, first-year seminar (FYS) programs were created to help students adjust to the new social and academic context to increase retention and promote success for the student in both social and academic adjustments (Koutsoubakis, 1999).

Experiential and Deep Approaches to Global Citizenship

Although active settings and experiential learning strategies are now approaches with a high record of success in the first-year seminar (FYS), few scholars examine the benefits of global experiential co-curricular learning activities within the context of first-year experiences. Further, how does academic and social adjustment manifest uniquely across learners within those experiences with global citizenship serving as a foundation for that learning. While global citizenship can encapsulate many different characteristics, we are most concerned with global citizenship as it relates to how students see themselves as a part of interconnected human and natural systems. High impact practices, (HIPs), programs and activities where students spend extensive amounts of time and effort in different settings can help to define the first-year college experience while taking a "learning by doing' approach to the idea of cultivating global citizenship (Tukibayeva & Gonyea, 2014; NguyenVoges & Lyons, 2017). Experiential learning practices can be used as a strategy to promote academic development and social adjustment, however, there is limited scholarship concerned with how co-curricular learning by doing helps students to shift into an anagogical mindset in the cultivation of global citizenship within the context of the FYS. Experiential learning theory (ELT) emphasizes learning as a process (Kolb, 1984), unlike traditional learning theories that focus on learning as behavioral or cognitive outcomes. ELT views learning as a holistic process of adapting to the world that requires the integrated functioning of the total person, which includes thinking, feeling, perceiving, and behaving, as well as interactions between the person and the environment (Kolb, 1984). Additionally, Kolb's (1984) experiential learning model describes learners going through a cycle of concrete experience, reflection on that experience, and applying the insights in a new context (Kolb, 1984). Thus, the cycle and conceptual framework of ELT serve an imperative function in analyzing the learning process as students engage in the process of critical self questioning and questioning about the world around them to cultivate agency as a global citizen in their academic and professional path.

The use of each of these models leads to a specific way of approaching, understanding and acting on a problem while providing the learners an opportunity to learn from authentic situations (Art-in, 2014; Turesky & Gallagher, 2011). There is also an emphasis on the continuous cycle of learning: gaining new knowledge; relearning through experiences; and integrating old and new ideas, in order to transform an experience effectively into learning (Kolb, 1984). For more than half of first-year students who report limited learning in high school about the interconnectivity of the broader global

environment, the process of gaining new knowledge, reflecting on experiences, and integrating new knowledge can be overwhelming and cognitively incongruent to existing attitudes and beliefs. Thinking about oneself as a part of the interconnected human and natural system can be perplexing when deep understandings about contemporary global issues are absent. Researchers look to "deep" approaches to learning (DAL) which focus on the substance of learning and its underlying meanings (Nelson-Laird, Seifert, Pascarella, Mayhew, & Blaich, 2014; Marton & Säljö, 1976). This comprehensive and reflexive approach to learning and engagement in and outside of the classroom is a stark contrast to traditional K-12 teaching and learning methodologies and is at the heart of first-year adjustment (Khamung, Majumdar, & Pongruengphant, 2016).

The Need for Contemplative Learning and Reflexivity

Facilitating active contemplative learning and mindfulness have far-reaching and innumerable benefits for first-year students, yet there is limited scholarship that exists about how to facilitate the shift into an andragogical mindset of an informed global citizen within the context of first-year learning experiences. Studies have shown "that contemplative teaching can support the development of attention, insight, emotional self-regulation, empathy, compassion for self, and others as well as action in order to encourage and transform self-learning and builds deeper learning and skills" (Kuroda, 2014:1 400). Course content should task students to intentionally integrate and synthesize information from previously learned experiences to reflect a deep approach to learning – a difficult task when there is limited experience practicing these techniques (Nelson-Laird, et al., 2014). Furthermore, introspection—the careful examination of one's internal processes, thoughts, and feelings in order to gain deeper understanding of oneself, —is one of the hallmarks of deep learning (Barbezat & Bush, 2013) imperative to the development of global citizenship. While deep learning is widely accepted as a characteristic of cultivating global citizenship, it is an area sparsely explored with specific attention to first-year students and their transition into the higher education environment.

Educators are more recently implementing reflective learning methods into first-year curricula to support students in their discovery of their intrinsic values, motivations, and to ultimately provide them with the tools to manifest that meaning in the interconnected cosmopolitan world (Barbezat & Bush, 2013). The intentional practice of critical reflection is an essential component of the discovery process. Instructors are challenged to intentionally guide students in the engagement of real-world applications to pique students' interests and prompt learners to know more as well as "support students in examining [what] these issues [mean] for themselves" within their own frames of understanding and experiences (Schmidt, 2017; Barbezat & Bush 2013: 17). Additionally, mindfulness— "being attentive to and aware of what is taking place in the present" (Brown & Ryan 2003: 822)—in the first-year scholarship is scant when it comes to first-year learning possibly because of challenges in frequency, depth, time, and continuous commitment by the students beyond standard course work and classroom activities (Schwind, McCay, Beanlands, Schindel-Martin, Martin, & Binder, 2017).

Theoretical Frame

This study is situated within the practice of adult learning theory focusing on the triangulation between experience, learning, and reflection. Several strategies that promote active adult learning are: less emphasis is placed on transmitting information and more on developing students' skills; students are involved in higher-order thinking (analysis, synthesis, evaluation); students are engaged in activities (e.g., reading, discussing, writing); and greater emphasis is placed on students' exploration of their own attitudes and values (Bonwell & Eison, 1991). The traditional lecture style in K-12 settings where students passively receive information from the instructor differs from using active learning techniques. The core elements of active learning are student activity and engagement in the learning process and linking what goes on in class with students' out-of-class activities, which creates a synergy that potentially compounds student learning. (Prince, 2004; Barefoot, 2000).

METHODOLOGY AND RESEARCH QUESTIONS

This study sought to explore the ways global learning manifested uniquely across first year students in a weeklong learning by doing adventure in Washington DC in an effort to cultivate identity as a global citizen. Further, this study was interested in students' self-reported reflections about academic and social adjustment with specific attention to their academic and professional goals. To answer these questions we asked students:

- How will you apply both coursework and activities from this visit in your own professional and academic goals?
- What of the global challenges discussed in class, do you think most directly connects to the information shared at each placed visit?
- What lessons learned from the semester and from the visit change how you think about the world and how you exist?
- What was your most memorable educational moment from the visit and what is the information that resonates with you?

Background and Context

This study was conducted at a large public comprehensive four-year institution of higher education located in the Southeast region of the United States where the current enrollment of full-time equivalent students exceeds 34,000. To enhance global citizenship, the institution offers a first-year co-curricular experiential learning initiative, known as the Global Engaged Scholar Experience (GESE). GESE offers first-year students active and experiential learning to promote multicultural understandings about the interconnectivity of global issues as they transition into higher education and begin to self-regulate their academic and professional paths. By aligning the learning outcomes from a globally focused first-year seminar course, students have the opportunity during their first semester of college to participate as a cohort in a domestic learning opportunity that explores global issues studied in their class. The purpose of this co-curricular activity is to cultivate new knowledge around global citizenship by using guided visits to various organizations in Washington, DC and reflecting about those experiences using journaling techniques. Furthermore, researchers focused on what team dynamics emerged during the experience that allow students to learn in a cohort environment and how course context prompted thinking about how they might exist as a change agent and global citizen in our ever-changing interconnected world.

Participants

Throughout the participants' first semester, they enrolled in a required three credit hour first-year seminar that had a focus on globalization. Only students who are enrolled in this course are eligible to participant in the GESE initiative. Through an essay application process, participants submit a brief description of themselves, why they should be considered for the program, and how they plan to apply new knowledge gained from class curriculum and from this experience. Ten students are then selected, based on the quality of their submission, to participate in an all-expense paid trip to Washington, DC where students visit federal agencies, NGOs, and private sector implementers as well as interact with members of Congress to explore how defense, diplomacy, and civil society shape their current experiences and future goals.

Applicants must indicate in their submission, what it would mean to them to be selected as a global engagement scholar, what they hope to gain from this experience, as well as how this experience will further their career aspirations and goals. Those students selected into the program receive a formal letter of acceptance and are required to attend a mandatory pre-departure orientation session where they are debriefed on learning goals, itinerary, reflective journaling procedures, and expectations. Students vary in age from 18-23 and are from a variety of academic backgrounds in humanities and social sciences, business, education, and engineering.

Data Collection and Analysis

For the purpose of this study, qualitative data gathering techniques were utilized via a triangulation of field observations, focus group interviews, essay application submissions, and journal entries. Students are given the specific prompt questions listed in the previous section to guide them through the reflective journaling process, with the goal of capturing new knowledge gained from the course, week-long excursion, in addition to the new learning acquired about their own thinking contributing to broadened awareness of global citizenship. Self-reflection encourages students to intentionally consider their experiences, in order to understand how the experience has affected them on personal and academic levels (Sanders, Van Oss & McGeary, 2016). Furthermore, open-ended discussion questions were posed to the students in a focus group debriefing setting each evening after the scheduled day's activities. Lastly, through the use of observations, researchers utilize field notes to document students' behaviors and engagement over the course of the week during their guided visits and discussions with key representatives of governmental and nongovernmental organizations.

Journals, field observation notes, and focus group interviews were transcribed and comprised 47 single-spaced pages of data for analysis. Individual students data and transcripts were coded and analyzed for emergent themes using the constant-comparative method (Glaser & Strauss, 1967). A coding diagram was generated by the researchers in order to facilitate the constant comparative technique "to group answers…to the common questions [and] analyze different perspectives on central issues" (Patton, 1990: 376). The next step involved, cross-case analysis in order to systematically take an individual students journal and focus group response and compare it to other students' reflections in order to assess the ways in which commonalities and divergences emerged across the data set (Glaser & Strauss, 1967).

FINDINGS AND DISCUSSION

The researchers' intent was to shed light on students' unique global learning in an effort to cultivate global citizenship for first-year learners in a week-long experiential educative adventure. Participants' journal entries, researcher field observations, and focus group debriefing sessions during the weeklong trip to Washington DC, report a variety of new knowledge gained around global citizenship as well as what contributes to academic and social development. Specifically, findings demonstrate reoccurring themes in the areas of (1) applying global knowledge from the course in real-time experiences (2) promoting self-directed adult learning (3) identifying career aspirations (4) and building social networks of support.

Applying New Knowledge: Learning-by-doing

Active and experiential learning in academic programs is central to putting adult theory into practice (J. M. Bennett & Salonen, 2007). However, simply taking learning outside of the formal classroom, does not always guarantee that students are connecting to the context and content of the course material. Engle and Engle (2002) refer to this as the 'the magic' myth whereby instructors falsely assume that simply travelling outside of the home classroom means learners are applying learning within that real-time, real world contextual frame. During visits and discussions with government officials, organization representatives, and historical sites students reflected and answered prompt questions that connected new knowledge gained from their FYS coursework to current local-global events. Findings share the connection students made between what was taught in the traditional learning setting to what they were being exposed to during the trip to Washington DC. One student wrote "*It paid that I had known a little bit about what they were discussing, all of that reading and course work I've done finally come into fruition."* Another student illustrated *"There was a story he shared on Dhaka, Bangladesh about challenges in resource management and governance, which was interesting since my class watched a video on [that same issue in] Dhaka."*

Kabat-Zinn (2003) posit that mindfulness creates an awareness that emerges when paying attention on purpose in the present moment as the experience unfolds moment by moment. One student

elaborates on this position sharing *"It was so unreal, I was actually in the room that was pictured in my AP government textbook with Sonia Sottomayor and Ruth Ginsburg in front of me."* Students were exposed to various behind the scenes processes over the course of the week, which encouraged them to reflect and connect to key concepts from class synthesizing learning from contemporary issues like Deferred Action, immigration and population growth. One student shared "*DACA talks at The American Immigration Council were really eye opening, we learned about migration and population growth, but this made me see the stories and people behind all the debate.* Brubaker (2007) illustrates that reflection is key so that students are not operating under the false impression that simply being abroad will magically and automatically open him/her up to novel thinking and ideas in the promotion of global citizenship.

Additionally, another student shared *"I was surprised at how little press was present, and learned that the [Supreme Court] Justices tend to be relatively isolated from the media also surprised at the demeanor of the Justices".* When engaging with federal officials at the nation's capital and members from government and non-profit organizations, alignment of key course objectives and experiential learning were indicated in one response—"*I have a strong opinion and knowledge of the Affordable Care Act, and that's one of the topics that Isakson stands strongly for; it was interesting to ask and hear him explain in person, to see how things are more complicated than what we see in media and popular opinion".* There was also recognition of cognitive dissonance when addressing learners' assumptions about and their biases of government entities, operations, and personalities of federal officials. Being able to have first-hand experiences connecting with governmental and nongovernmental officials demystifies some of their grandiose notions and humanizes the profession so that students can create personal frames of understanding, and further imagine what it might be like to occupy that position. One students noted *"The two congressmen we met were very interesting to see in person; very different than what I thought and have heard about them in the news or on the radio, very personable relatable and their stories help me see how we all start from the beginning, with interest but not a lot of knowledge".* Experiential learning is a continuous learning process. New knowledge, changing existing ideas and perspectives, relearning and integrating old and new ideas are important aspects of learning that enable students to develop deeper understanding of experiences and be better equipped to manage similar situations in the future (Kolb, 1984, S. Thompson & Thompson, 2008). For participants in this study, reflection served to reinforce and add depth to the knowledge from the FYS course when interacting with individuals, historical sites, and organizations. Additionally, the experiences helped students to imagine themselves in those same situations. For students of color and students with limited social/cultural capital, exposure to these models is a crucial piece of their academic/social development and the shift in mindset.

Promotion of Self-Directed Learning

Participants' experiences and discussions at various organizations outside of the classroom environment and coursework in the FYS encourage critical thinking—the analysis, synthesis, and evaluation of concepts and their underlying meaning (Gokhale, 1995)—to promote self-understanding. This is often one of the most notable challenges for students as they navigate the shift from high school to higher education (McGuire, 2013). Further, "being in the moment" facilitates self-regulated, or self-directed, learning with students' continuous interest in wanting to learn more, and critically think on their own. One student offers an example of this by sharing *"I took pictures at the Museum of Natural History so I can go back and read more information on the things that interested me."* Another stated *"Based on my major, I enjoyed seeing the development of bone structure and anatomy at one museum; this is what got me into my major and to be able to see replicas of them in a national museum was AWESOME! I plan to come back and learn more."* Knowles (1975) defines self-directed learning as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes" (p. 18). This process of self-directed learning is one of the key aims for first-year students as many are engaging for the first time in the "active constructive processes [to] set goals for their learning and then attempt to monitor, regulate, and control their

cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of their environment (Pintrich, 2000a: 453). One student illustrates this new practice and shares, *"After today, I'm determined to begin researching and applying for different internships."* Exposure to these learning opportunities empowered the students in this study to take the initiative in seeking additional information in the areas of professional development to advance career aspirations as well as academic success. In our work with GES's, it is also worth mentioning that nearly 30% of our previous scholars (39 students in total) seek out and self-regulate additional internationally educative experiences, after having participated in the week-long trip-- recognizing the evolutionary power of building knowledge about diverse perspectives over time. Those events include volunteering at the Symposium for Asian USA partnership opportunities (SAUPO), the largest Asian business conference in the US, organized by Kennesaw State University.

Identifying Career Aspirations

Scholars have supported the notion that career development courses are effective methods of promoting college students' growth in several career-related areas, but some traditional-age college students struggle with career-related development (Rowell, Mobley, Kemer, & Giordano, 2012). The itinerary for the week in Washington DC not only included meetings with government officials and organizations, but also, NGOs, non-profit and for-profit organizations. Additional findings connecting to academic development were identified in students' exposure to what career paths look like and the value of being introduced to those career and internship options as a first-year student. One student indicated, *"This trip opened my eyes to the great job opportunities in the government; I want to travel and had always thought government jobs would be in a cubicle from 9-5, so this really surprised me when I heard about going to Africa and Asia for their job."* As first-year students, many of the participants, have limited knowledge about the nuances of what a potential career path looks like within a 21st century contemporary frame. The opportunity to interact with individuals that currently work in a role and an environment that seemed appealing to the participants, as well as met their career aspirations was a benefit for the participants. One respondent illustrates this point by sharing *"I am an international business major and have been thinking of changing my major to international affairs and in genuinely interested in both and didn't know any careers that intertwined the two, but now after this trip I see a balance of both."* Another indicated *"In the past I had considered Peace Corps, but wasn't sure what my major could really do in the Peace Corps, but now I see that various backgrounds/majors are acceptable."* These findings emphasize the value of the interaction between the learners and those in specific fields of study outside of the classroom when considering career paths.

Building Social Networks

"Social networking facilitates interaction and connections with others" (Belford, 2017: 502). Experiences outside the formal classroom setting are influential and most impactful, especially when those learners are able to interact with others who are unlike themselves and have support for processing and reflecting upon new experiences (Braskamp & Engberg, 2011). Students communicate a sense of empowerment to explore the city on their own-- *We were given the freedom to see Washington DC; taking in the landmarks, museums and monuments gave a deep sense of pride and an almost childlike curiosity."* Another student shared their excitement of building a stronger peer networks by sharing *"I genuinely like all the people on this trip. They are all smart and funny. I see myself becoming good friends with these people and keeping in touch for the future"* Drago-Severson, Helsing, Kegan, Popp, Boderick, and Portnow (2001) expand on the notion that interpersonal relationships developed in a cohort make a critical difference to peers' academic learning, emotional and psychological well-being, as well as their ability to broaden their perspectives. "Proponents of collaborative learning—the grouping and pairing of students for the purpose of achieving an academic goal—posit that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking" (Gokhale, 1995: 1). Findings indicated that the cohort-learning environment enhanced and encouraged developing a long-term relationship with their peers. As one student stated *I'm certain the friends I've made on this trip will remain so for a long time to come, especially when I need to vent and look for other experiences*

like this." Romero (2013) indicates that when students find common frames of reference and support they are resilient in the face of challenges and obstacles within their academic career, further bolstering their chances of being academically successful.

Limitations and Implications for Future Research

Assessing the students' response to the program and co-curricular interventions was conducted during a short period and was limited to only ten participants' in their first semester on campus. In order to determine the long-term effects of being exposed to this week-long initiative, a longitudinal study should be considered with the total sample of GES's to include all 39. Through a longitudinal research approach, there is the possibility to have sufficient time to fully assess the impact of the global engaged scholars' experience on their long-term career plans and goals. Informally report is available in the form of solicitations for letters of support/recommendation in a variety of global learning opportunities including international appointments in Russia, Italy, Japan, China, and the United Arab Emirates. Documenting their long-term academic and career path choices would be impactful to demonstrating how this week-long experience in DC shaped their identity of global citizenship overtime. During the study's short timeframe, facilitators of this initiative may not know of the impact of being exposed to the learning until years from now. The participants in the research project may have gained immediate knowledge through this experience, which may have stirred awareness as well as the curiosity to learn more.

Future areas for Study

The prominence and trends associated with the first-year seminar (FYS) is well documented since the start of college can signify a major transition for students and bring about any number of academic and social challenges. Therefore, first-year students have received and continue to receive special attention in higher education research. Scholars, suggests that research in this area can better equip higher education professionals with the knowledge, resources and tools to encourage students' academic success in the first year; a year which is most critical to retention and progression (Koutsoubakis, 1999; Krause, Hartley, James & McInnis, 2005; McInnis, 2001). It would be significant to the field of study to review the long-term impact of the experience. Studies to explore a longitudinal study with the GESE throughout the student's four years at the institution in order to capture long-term learning impact of the program will be useful as well as support the program's sustainability. "Having (grasping) an experience without doing anything with it (transforming) is not sufficient; transformation cannot occur without an experience that can be acted upon" (Ng, Van Dyne, & Ang, 2009: 513). We believe that this study and weeklong excursion is well founded in transformative learning properties. Measuring these perspective transformations and shift into global citizen identityo may provide a way to encourage participation and funding for continued internationally educative experiential learning. Additionally, facilitators should consider further studies of this experiential learning opportunity using active learning research techniques. This will reinforce the learning process for the facilitators when implementing the program during the evaluation and execution stages as well as produce scholarship and opportunities for presenting at pedagogical conferences.

Lastly, more scholarship and attention could be placed on underscoring the shift that happens within professional or academic approaches before higher education and approaches once in higher education. While scholarship concerned with students in transition centrally focuses on this disparity, not much attention in the literature is concerned with distinguishing andragogy vs. pedagogy and that this differentiation drives much of what is difficult about transitioning into higher education in the first place. In other words, students only recognize that a shift has happened, but not necessarily why it is happening within a broader global, 21st century context. Active learning makes learning authentic and unique for the learner and their experiences. It can be difficult to navigate newly found agency as a student if a learner has never been challenged to actively drive his or her own learning.

CONCLUSIONS

The use of experiential learning, when inserted into a global learning co-curricular activity for first-year students, can encourage deeper understanding of course work by witnessing application in real time—aligning theory to practice. While the trend of experiential learning is not new, the high-impact strategies using prompted questions and journaling techniques and reflective analysis underscore new insights to how students make meaning about themselves, the world around them, and their role as a global citizen. Ng, et al. (2009) posit that the reflective observation and the active experimentation are actually two different ways of acting upon an experience. This study examined the literature focusing on active participation and reflective learning and how these theoretical frameworks can be applied in novel ways via co-curricular experiences embedded within the first-year seminar. With the intent of cultivating new knowledge around global citizenship, student development effectively occurs when given opportunities to actively learn outside of the classroom environment. The use of journaling strategies also show that learners are able to critically reflect on experiential learning and align new knowledge gained through co-curricular activities with classroom curriculum. Students are also empowered to be self-directed learners and apply skills gained through active learning with other learning environments. Additionally, further research in this area will better equip educators with information, tools, and resources to promote first-year students' development and academic success using new and innovative approaches.

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