

# THE PRISM

UNIVERSITY OF HAWAI'I AT MĀNOA INTERNATIONAL NEWSLETTER



## ISA Presents: International Night

By Dr. Linda Duckworth, Director of ISS and ISA Faculty Advisor

Egyptian veil dancing, Japanese stand-up comedy, Beijing opera, and Filipino folk songs were just a few of the offerings featured at the annual 2019 International Night: Hokulea – You will always find your way home, a celebration of cultures at the University of Hawai'i at Mānoa on March 8th at the Campus Center Ballroom. Per Co-chairs Joey Ooka (MBBE) and Janet Chan (CE), this year's theme represented the welcoming nature of UHM's diverse community that everyone can always come home to.

International Night proudly featured the following cultures: China, Egypt, Ilokano (Philippines), Japan, Nepal, Okinawa (Japan), Thailand, Ukraine, and USA. Organized annually since 1999 by the International Student Association (ISA), International Night showcases cultures through performances and cultural booths presented by students, faculty and community members. ISA members, who are themselves a mix of international and domestic students, plan and staff the event, gaining experience in TLC - teamwork, leadership and cross-cultural communication.

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## MEET KATHY TRAN: MĀNOA INTERNATIONAL EXCHANGE



**Kathy Tran, Outbound Advisor & Exchange Specialist for the Mānoa International Exchange Program (MIX), was born in Vietnam and grew up in New York City.**

**She studied abroad at Adelaide University in South Australia and spent two years in Kyoto, Japan as an English language teacher on the Japanese Exchange Teaching (JET) Program. Kathy has organized international service learning trips to Sri Lanka, Vietnam and Thailand and helped build over a dozen houses on Oahu with Habitat for Humanity. She was an Asia-Pacific Leadership Program fellow at the East-West Center and received her MA in Educational Administration at UH Mānoa.**

### **What advice would you give to students who want to go abroad on exchange?**

Visit [www.manoa.hawaii.edu/mix/](http://www.manoa.hawaii.edu/mix/) to book an advising appointment with me as early as possible. We can discuss the application process and how to fit a semester abroad into your pathway.

### **What are some projects in MIX that you're working on and what are your future plans?**

We are ramping up our efforts to provide MIX students more opportunities to meet each other and learn more about our programs. For inbound students and returnees from their semesters abroad, we are holding a series of MIXers or events, where our students can come together to share experiences and build new friendships. This April, we have two great MIXers; first, we will be introducing inbound students to American baseball with a field trip to see UH Men's baseball team. Later, we will be hosting a volunteer expedition to Lyon Arboretum to celebrate Earth day, where students will learn about native Hawaiian plants and work in the lo'i.

### **How did you become interested in international education and what brought you to the University of Hawai'i?**

I spent my semester abroad studying at Adelaide University, in South Australia. It was the most amazing experience, and I had two wonderful host coordinators who really cared about their students. I remember sitting in their office and thinking that they had the best job -- helping students explore their corner of the world. They took us on adventures, supported us when we needed help and challenged how we thought.

I grew tremendously from my experience in Australia and wanted to do what they did - help students find their way in the world. The summer after my freshman year, I came to UH for the first time by myself, carrying just a backpack. I lived in Hale Kahawai and took classes at Outreach College. Since then, I have been a fellow at the East-West Center, married a UH alum and recently graduated from UHM's College of Education with my Master's in Educational Administration.

## TRAVELING-

**IT LEAVES YOU  
SPEECHLESS, THEN  
TURNS YOU INTO A  
STORYTELLER.**

**-IBN BATTUTA**

# WHAT IS GLOBAL EDUCATION FOR? A PERSPECTIVE AT THE COLLEGE OF EDUCATION (COE)

By Nezia Azmi, *International & Special Programs  
Coordinator and Assistant to the COE Dean*

Many voices in academia agree that international education is important for institutions of higher learning. Professionals in the field generally agree that there is a shared understanding of what the phrase “international education” refers to. Some have also begun using “global education” in addition to, or interchangeably with “international education.” The International & Special Programs unit at the UH Mānoa College of Education, housed in the Dean’s Office, is embarking on an effort to motivate its students, faculty and staff to ask what it means for the College to be a global place of teaching and learning, and, ultimately, what global education is for.

The College has had a long record of engaging in activities that would be considered international in nature. About 3% of its enrolled degree-seeking student body, at any point in time, are from countries and regions outside of the United States. Many of its departments also offer graduate programs that address and produce research in the field of comparative international education. The College also hosts many visiting students and researchers from other parts of the world on a non-degree/non-credit basis. Anywhere from 5 to 7 visiting scholars could be hosted across different academic and research units within the College at any point in time. Many of its faculty collaborate with colleagues across national borders. The overall demographic make-up of the College workforce is diverse.

But the exercise of integrating a more focused and specific idea of what “global education” means, into the fabric of its institutional identity, has only just begun. A COE retrospective of even just the last few years has seen the emergence of a few common themes: educating world citizens, sustainability, and inclusivity – all of which point back to COE’s slogan:

**“A SENSE OF PURPOSE, A  
SENSE OF PLACE.”**



COE Welcome reception for Bukkyo University and Kyoto University students and faculty: February 2019.

Here are some ways that the College is realizing that it is serving as a hub of activities that represent these themes as they develop, as it begins to answer the question, “What is global education for?”

Through a few long-standing as well as new partnerships, the College regularly receives requests from institutions, many in East Asia, looking to send its students to the College on short 1-2 week study tours. More recently, the College itself has been developing courses and pathways through which its own degree-seeking full-time students can access the experience of traveling abroad while taking a COE course. While the College receives more inbound visitors than it has been able to send abroad, it is clear that providing study-away opportunities is an offering the College is working to fine-tune and make part of the experience of any degree- or certificate-seeking student that walks through its doors. In Summer 2019, the College will be adding Switzerland as an additional site for its ITE 403C International Field Study and Inquiry course through a partnership with Thurgau University of Teacher Education. In Summer 2020, we also hope to include other partner sites in the Pacific such as Samoa and Micronesia.

(Pictured Right) Teacher candidates and two accompanying faculty from Ilinnarfissuaq, Ilisimatusarfik (University of Greenland) spend time with Babā Yim, principal of Ānuenu School, January 2019.

Topics broached in these study tours or study-away experiences have typically included multilingual learner pedagogies, developing a STEM curriculum that also incorporates social studies and a sense of place (STEMS<sup>2</sup>), sustainability education, kinesthetic research, and comparative studies of education management systems and policies. On the inbound-side, many include an aspect of project-based English language practice, since all of the programs, although usually furnished with one or two bilingual interpreters when needed, are done in English. Similarly, outbound students who are primarily English speakers, experience other places and environments where they are the ones who do not speak the main language spoken in the country they are visiting. The immediate result are student participants who can begin to see themselves as world citizens, at the same time that they deepen their understanding of their role either as teachers in classrooms, researchers that inform all the facets of education, and administrators that create and maintain the structures in which learning happens.

Early in 2019, the College assisted a group of undergraduate teacher candidates from Ilinnarfissuaq (roughly translates to “the great learning site” equivalent to a teacher’s college in the United States) in Greenland, all of whom are indigenous Inuit, to visit schools and sites on O‘ahu to learn about how indigenous education happens in the state through culturally responsive pedagogy, and that integrates education with a caring for the land – not too unlike our own aloha ‘āina aspiration here in our own institution! The questions asked also conjured the College’s own pre-existing connection and aspiration to support the work of entities such as the Polynesian Voyaging Society through the Hōkūle‘a Worldwide Voyage project with the charge of Mālama Honua (to care for island earth), as well as through the College’s own programs and frameworks. The students also met with members of ‘Āinahou, a council of Native Hawaiian faculty at the College; discussions were rich and enlightening, and encouraged us to continue grappling with what it means for the campus to be a Hawaiian place of learning.



Most recently, the Center on Disability Studies, one of two research units in the College, hosted Mr. JEONG Ho Kyun, a visiting scholar from South Korea, who is also a leader and active advocate for the rights of people with disabilities, through his work in the National Human Rights Commission of Korea. His research and advocacy focus on developing and designing policies, communities and spaces towards full inclusion in social, economic, sporting, and cultural life. Himself an individual who uses a wheelchair, conversations and exchange activities with the visiting scholar candidly delivered the necessary confirmation that our institution is far from being truly inclusive, and that much more needs to be done, and needs to be done together by different stakeholders, including policymakers, advocates, urban planners, community leaders, researchers, and educators.

Global education is a universe of all these different activities and interactions that force us to take another look at how we do things, and whether they work not just for us, but for our entire community. That community could be a classroom, a school, a neighborhood, a university campus, a city, a state, an island, many islands, a country, and ultimately, the entire globe. That community is all of us – global education is for all of us.

The International and Special Programs (IASP) at UH Mānoa's College of Education (COE) Dean's Office supports international activities and initiatives for the entire College, striving towards creating a global experience for its students, faculty and staff, with a regional research and practice focus on Oceania and the Asia-Pacific. The unit works collaboratively with academic departments and support units throughout the College in areas of international recruiting, advising and retention of students from anywhere in the world. We believe in fostering a global community of learners, educators, practitioners and researchers.

## ELOISE MORRIS - KOREAN LANGUAGE FLAGSHIP

**ELOISE SPENT THE PAST YEAR STUDYING AT KOREA UNIVERSITY IN SEOUL, SOUTH KOREA. IN 2014 SHE BEGAN STUDYING AT UH MĀNOA IN THE KOREAN FLAGSHIP PROGRAM AND RECENTLY GRADUATED.**



### Why did you choose the Korean Flagship Program at Mānoa?

I spent my senior year of high school studying in South Korea on a National Security Language Initiative for Youth (NSLI-Y) scholarship, so I was applying to university while abroad. I learned about the Flagship program during this time because the Language Flagship is funded by the same government initiative as the NSLI-Y program. It seemed like the next step in continuing my language education. So, I applied to UH Mānoa with the intent of participating in the Korean flagship program. I knew that if I truly wanted to achieve professional proficiency in Korean, the Korean Flagship was the right choice. It is one of the most intensive Korean language programs in the country and is currently the only Korean Language Flagship Program (although they are starting one at the University of Wisconsin soon).



### What were your most memorable experiences?

The Korean Language Flagship is a small program so we get to know our professors well during our time at UH. I think that having many classes with the same professors was one of the most memorable experiences of the program. We had opportunities to go see Korean films at the Hawai'i International Film Festival with our professors and celebrated Chuseok, the Korean harvest festival, with them each year. It was a very close-knit community. I also became very close to my classmates during the past year at Korea University. It was a very stressful program, so we relied on each other during difficult times.

### What were some of the challenges you faced academically and personally in the program?

At first, I was unsure that I had made the right choice in an academic program. During my sophomore year I was actually considering changing majors. Sometimes as a language major, it is hard to imagine that your degree will open any future doors, and I wanted to make sure I would be able to find a good job after graduating. I was feeling uninspired and lacked motivation to continue studying Korean. I had reached a plateau and didn't feel as though my language skills had improved since high school. Ultimately, though, I am glad I stuck with the Korean Flagship Program. I am coming out of school with a high level of proficiency in a foreign language, which is a tangible skill, and while the program had its ups and downs, I feel that it prepared me very well to enter the workforce.

### How will your year in Korea help you in your future goals?

Spending my senior year in Korea helped me reach the level of language proficiency necessary for many of the jobs that I am considering. I also participated in an internship during my year abroad, which gave me experience in using Korean in a professional setting. While I am not exactly sure what the next step is for me yet, I am confident that my time in Korea has given me skills that will help me along the way.

# UH MĀNOA INTERNATIONAL EDUCATION LINKS

## FACULTY AND SCHOLAR IMMIGRATION SERVICES (FSIS):

FSIS provides immigration services and advising for departments, international visiting scholars, and employees across the University of Hawai'i System.

## INTERNATIONAL STUDENT SERVICES (ISS):

ISS is the primary university resource for international students in areas ranging from immigration advising to cross-cultural adjustment. They consult with the greater community on related issues.

## MĀNOA INTERNATIONAL EXCHANGE (MIX):

MIX facilitates partnerships with outstanding universities around the world to the benefit of UH Mānoa students, faculty, and staff. MIX promotes cross-cultural education and understanding through the enrollment of international exchange students; and providing UH Mānoa students with study abroad opportunities that have a transformative and positive effect on their lives.

## UHM STUDY ABROAD CENTER (SAC):

SAC provides summer, semester, and year-long study abroad programs for undergraduate student. Faculty are able to teach, mentor students, develop new courses, and pursue their research interests. Students earn UH Mānoa credits for coursework completed overseas.

## COLLEGE OF EDUCATION (COE) – INTERNATIONAL ACTIVITIES:

The International and Special Programs (IASP) at UH Mānoa's College of Education (COE) Dean's Office supports international activities and initiatives for the entire College, striving towards creating a global experience for its students, faculty and staff, with a regional research and practice focus on Oceania and the Asia-Pacific. The unit works collaboratively with academic departments and support units throughout the College in areas of international recruiting, advising and retention of students from anywhere in the world. We believe in fostering a global community of learners, educators, practitioners and researchers.

## COLLEGE OF SOCIAL SCIENCES (CSS):

The International and Special Programs (IASP) at UH Mānoa's College of Education (COE) Dean's Office supports international activities and initiatives for the entire College, striving towards creating a global experience for its students, faculty and staff, with a regional research and practice focus on Oceania and the Asia-Pacific. The unit works collaboratively with academic departments and support units throughout the College in areas of international recruiting, advising and retention of students from anywhere in the world. We believe in fostering a global community of learners, educators, practitioners and researchers.

## ENGLISH LANGUAGE INSTITUTE (ELI):

ELI, housed in the Department of Second Language Studies, supports admitted students at UH Mānoa who speak English as a second language and are found to be in need of ELI's support. ELI provides instruction in English for academic purposes and strategies for more effective study and helps students acclimate to a new academic culture.

## GRADUATE DIVISION – UHM 3+2 International Program:

UHM 3+2 International Program cooperates with prestigious universities overseas to recruit well-performing college students to spend their senior year at UH Mānoa and simultaneously, pursue their master's program at UH Mānoa. After five years, the student will acquire a bachelor's degree from his/her home institution and a master's degree from UH Mānoa.

## HAWAI'I ENGLISH LANGUAGE PROGRAM (HELP):

The HELP program has been providing the highest quality academic English classes for over 40 years. Through our Conditional Admission pathway, students can enter undergraduate or graduate study at UH Mānoa without a TOEFL score. HELP also offers teacher training workshops and the CELTA English teaching certificate program.

## JOHN A. BURNS SCHOOL OF MEDICINE (JABSOM) – GLOBAL HEALTH/MEDICINE PROGRAMS:

JABSOM is committed to improving the health of the people of Hawai'i and the Pacific Basin. Our mission is to train a globally competent health workforce with skills to address critical global health problems. JABSOM strives to understand and reduce health inequalities around the Pacific Rim.

**DO YOU HAVE  
A STORY FOR THE PRISM?  
CONTACT:**

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& EXCHANGE PROGRAMS**

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# UH MĀNOA INTERNATIONAL EDUCATION LINKS

## OUTREACH COLLEGE - INTERNATIONAL PROGRAMS:

The International Programs division of the Outreach College provides international students access to UH Mānoa through its ESL programs, conditional admission university preparation programs, and short-term customized programs on a variety of subjects.

## SCHOOL OF TRAVEL INDUSTRY MANAGEMENT (TIM):

TIM is recognized as a leading educational institution in hospitality, tourism, and transportation management. TIM pioneered the concept of integrating all aspects of the travel industry under a single discipline. Built on a foundation of management science, TIM also draws on a broad range of disciplines to provide high-quality education at the undergraduate and graduate levels to current and future professionals.

## SHIDLER COLLEGE OF BUSINESS - FULL-TIME Global MBA Program:

The Full-time Global MBA program offers students a comprehensive foundation in business fundamentals with its wide array of internship and study abroad opportunities in the Asia-Pacific region. Students can take a semester of classes at one of our partner schools and work at a professional internship in countries such as China, Japan, and Vietnam.

## PACIFIC ASIAN MANAGEMENT INSTITUTE (PAMI):

PAMI is the center for international business programs with an Asia-Pacific focus. They are the umbrella organization housing the PAMI Summer Program, PAMI Year-Round Programs, PAMI Asian Field Study Program, Center for International Business Education and Research, and Pacific Asian Consortium for International Business Education and Research.

## WILLIAM S. RICHARDSON SCHOOL OF LAW - International Programs:

WSRSL maintains an active schedule of international programs and activities. The law school offers two degree programs for international students, the LLM degree for foreign law graduates and the advanced JD program, which grants credit for qualified foreign law graduates. American law students are encouraged to pursue international law study through our exchanges with schools such as with Bucerius Law School in Germany or through programs in China, Hong Kong, or Australia.

## COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES (CTAHR):

CTAHR at the University of Hawai'i at Mānoa is composed of six academic departments, the Center on the Family, and the Western Insular Pacific Sun Grant Subcenter. The mission of the College of Tropical Agriculture and Human Resources is to create and deliver knowledge that supports and strengthens families, agricultural and food systems, and the natural environment.

## THEATRE AND DANCE:

Theatre and Dance programs give students an opportunity to work in Asian and Pacific traditions, while also experiencing more Western ones. With a mix of academic coursework and live productions, the department aims to provide a rich global environment in which students strengthen both the mind and the body. The Kennedy Theatre provides a great space for experimentation and community collaboration.

**NAFSA 2019**  
**May 26-31, Washington D.C.**  
  
**SHARE ALOHA**  
**Study Hawaii exhibit #2038**

