

**WITHOUT BORDERS
GLOBAL AND LOCAL = GLOCAL**

NEXT STEPS

“THE COURAGE TO TEACH”

PARKER PALMER, 1998

- “I have learned that my gift as a **teacher**
- is the ability **to dance** with my students
 - to **co-create** with them a context in which all of us **teach and learn.**”





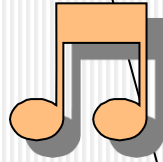
CHALLENGES

- Is this a false dichotomy? Are they separate and together?
- Can we really define these?
- **Global**
 - sexy, exotic, extremism, power, investments, expensive, promotion, ethnocentricity, academic institutions set up for global
- **Local**
 - reframe, honor the intensity and the expertise, real challenges, stigma of working in poor U.S. communities, funding, solutions perceived as complex
- **LOCAL is GLOBAL and GLOBAL is LOCAL**

CHALLENGES – THE BIG QUESTIONS?

- Does medical and health professions education focus on social determinants, social justice, health disparities, cultural humility?
- How do we close the gap between medicine and public health or public health in primary care?
- How do we change our thinking around global health as colonialism, power, ethnocentricity?
- How do we honor local? And see context?
- How do we consider these as hard skills?
- How do we adequately prepare students with relevant skills for the workforce, the real world?

It's all
about
that vision
and
mission



**THE REAL VOYAGE OF
DISCOVERY CONSISTS
NOT IN SEEKING
NEW LANDSCAPES
BUT IN HAVING
NEW EYES.**

MARCEL PROUST



WHAT HAS CHANGED IN THE LAST 30 YEARS?

Students

Who they are

What they want

Universities

Local communities

Global communities



WHAT WILL CHANGE IN THE NEXT 20 YEARS?

Imagine – BOLD

Headlines in 2035 – VISION

“The more we know the more we realize we don’t know!”



WHAT NEEDS TO HAPPEN IN YOUR UNIVERSITY?

- **Define or redefine mission**
 - Study away
 - Consider the context
- **Change teaching methods**
- **Change practice focus**
- **Change promotion criteria and funding mechanisms**

Transformational global learning

G2L “To demonstrate effectiveness of global health strategies, techniques, methodologies, and technologies to increase the health status of local underserved communities with the goal of sharing learning and scaling successes”

OPPORTUNITIES

Work in partnership with CBOs

Focus on long term commitment – 30 years

Change the funding landscape – comparative projects and research



WHAT DO YOU NEED TO SUPPORT YOUR PROGRAM EVOLVING IN THIS AREA?

- **Be uncomfortable – “discomfort precedes learning”**
- **Share best practices**
- **Share curricula**
- **Keep showing up**
- **Take this home**



IDEAS TO CHANGE TEACHING METHODS

Teach, frame, and learn using local traditions and culture

Be bi-directional – we learn from others and we share

Be socially accountable and focus on social justice

Have more experiential

Support internships locally and globally

Americorps vs Peace Corps

Use innovative strategies such as photo voice, reflection

Help students understand complexity and long term approach

Be local in other countries

Move forward with on-line education

Work interprofessionally

Require service

Develop “Half the Sky Movement”

WHAT DO WE DO NOW? NEXT STEPS?

- **Continue the conversation**
 - Change the perception of the value of local
 - Increase practical overseas field experience to emphasize soft skills
- **Be ambassadors on your campus**
- **Expand the network**

“One thing I will do tomorrow is”



WE ARE COMMITTED TO CONTINUING THIS CONVERSATION

- **Stay tuned to receive a report on summary of discussion and key points from this workshop**
- **Join and engage in this list serv**
- **Continue this discussion at home**
- **Receive applause for your time, energy, and dedication to global and local**



obrigado

Dank U

Merci

mahalo

Köszi

спасибо

Grazie

Thank
you

mausuuru

Takk

Gracias

Dziękuję

Děkuju

danke

Kiitos