



Professional Development with BSPH CTL

The Global Learner: Diverse Public Health Perspectives



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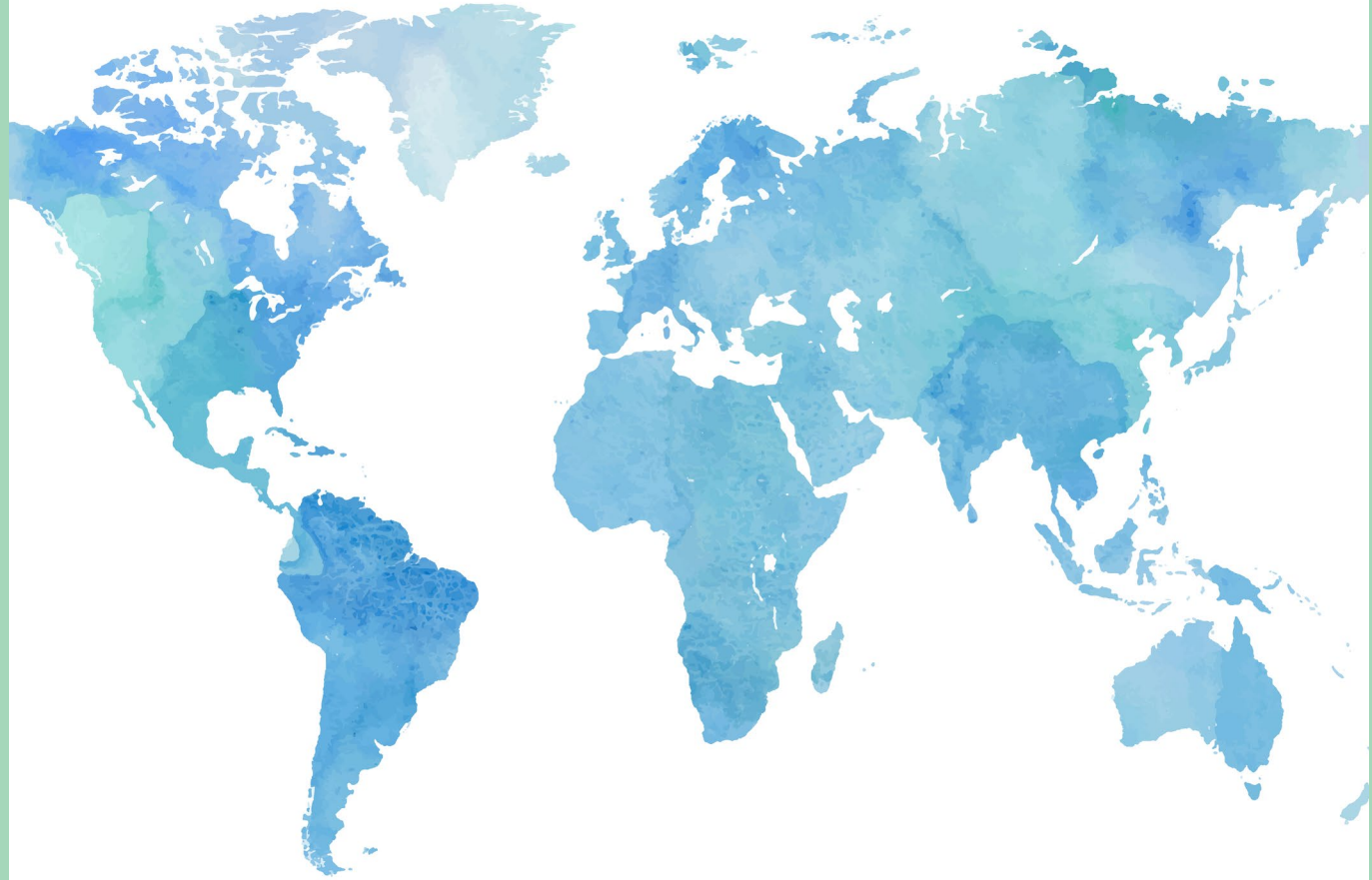
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We are all members of a
GLOBAL public health
community.



BSPH: A Global Community

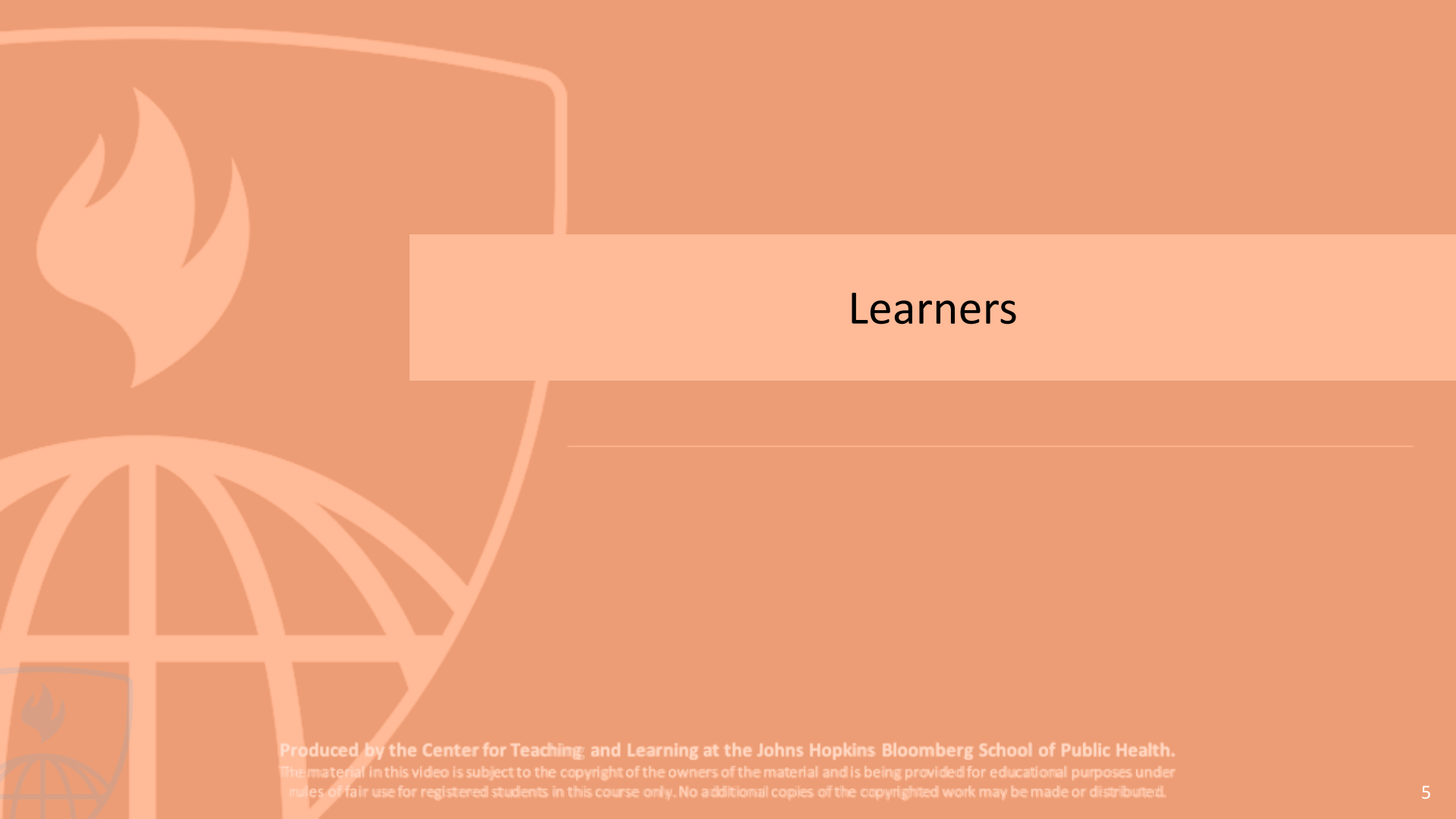
*Where are you joining
us from?*



Learning Objectives

- ▶ Acknowledge the strengths of a global public health perspective
- ▶ Tailor the learning experience to global learners
- ▶ Provide academic and cultural scaffolds for international learners
- ▶ Enrich student learning and experience by providing varied global perspectives





Learners

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Global Learners and International Learners

▶ **“Global Learners”**

- ▶ Seek to understand or empathize with perspectives beyond familiar borders
- ▶ Connect with and learn from individuals whose experience is different from their own
- ▶ Contribute to improving a global community

▶ **“International Learners”**

- ▶ Study in a different country from where they have lived

International Learners: By the Numbers

- ▶ 1.1 million international students at U.S. colleges and universities in AY 23-24
- ▶ 33% of BSPH students

TRIVIA: Our International Students

At BSPH, what do you guess are the top 5 represented nationalities (besides the US)?

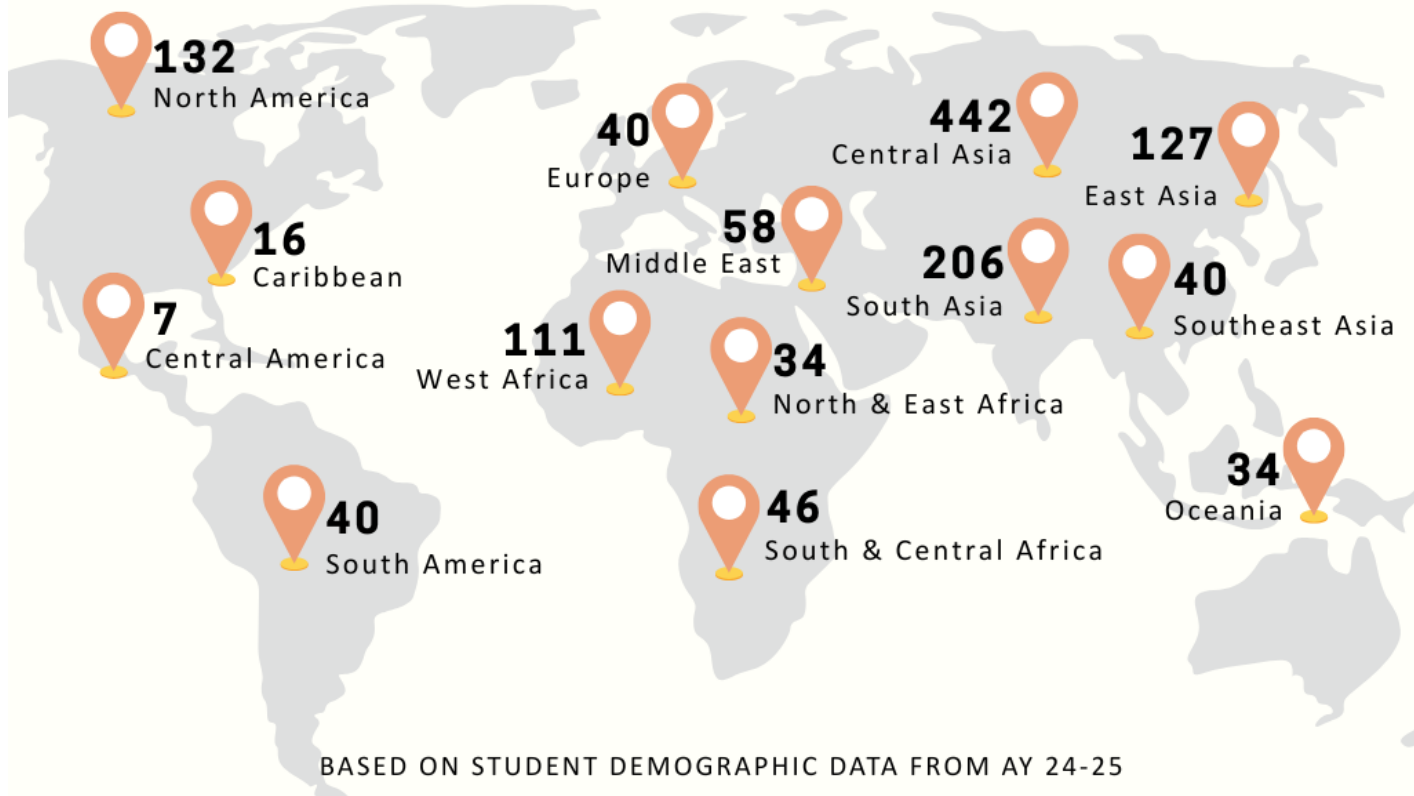
1. **China**
2. **India**
3. **Canada**
4. **Ghana**
5. **Japan**
6. Nigeria
7. Republic of Korea
8. Pakistan
9. Ethiopia
10. Taiwan

Go ahead and write your guesses in the chat!

Based on BSPH Student Demographic Data from AY 24-25



BSPH International Students



BSPH: Who are our international students



International Student Demographics

- ▶ Nearly 400 or 33% of the **MPH students** are international citizens
 - & Over 50% of Biochemistry and Molecular Biology, Biostatistics, Epidemiology, and International Health students are international
- ▶ 62% of international students are **full-time**
- ▶ 65% of international students are **campus-based**, 28% distance-based (7% executive)



Environment

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Why Environment Matters

- Situated Cognition: Learning and knowledge acquisition are tied the social and cultural contexts where learning occurs.
- Learning is not solely an individual process – it is a social one.
- A positive learning environment is linked to academic success.

(Brown, et al., 1999)



Microsoft, 2025)

The Global Classroom: Addressing International Student Concerns

Developing Skills

- ▶ Understanding content in a second language can be difficult
- ▶ Speaking/writing activities may increase anxiety.

Sociocultural Differences

- ▶ Hesitancy may exist to ask questions or clarifications.
- ▶ Conflict may be out of students' comfort zones.

Isolation and Adjustment

- ▶ Mental health stress may be high for students (homesickness, bias, etc.).

Differences in Classroom Environment

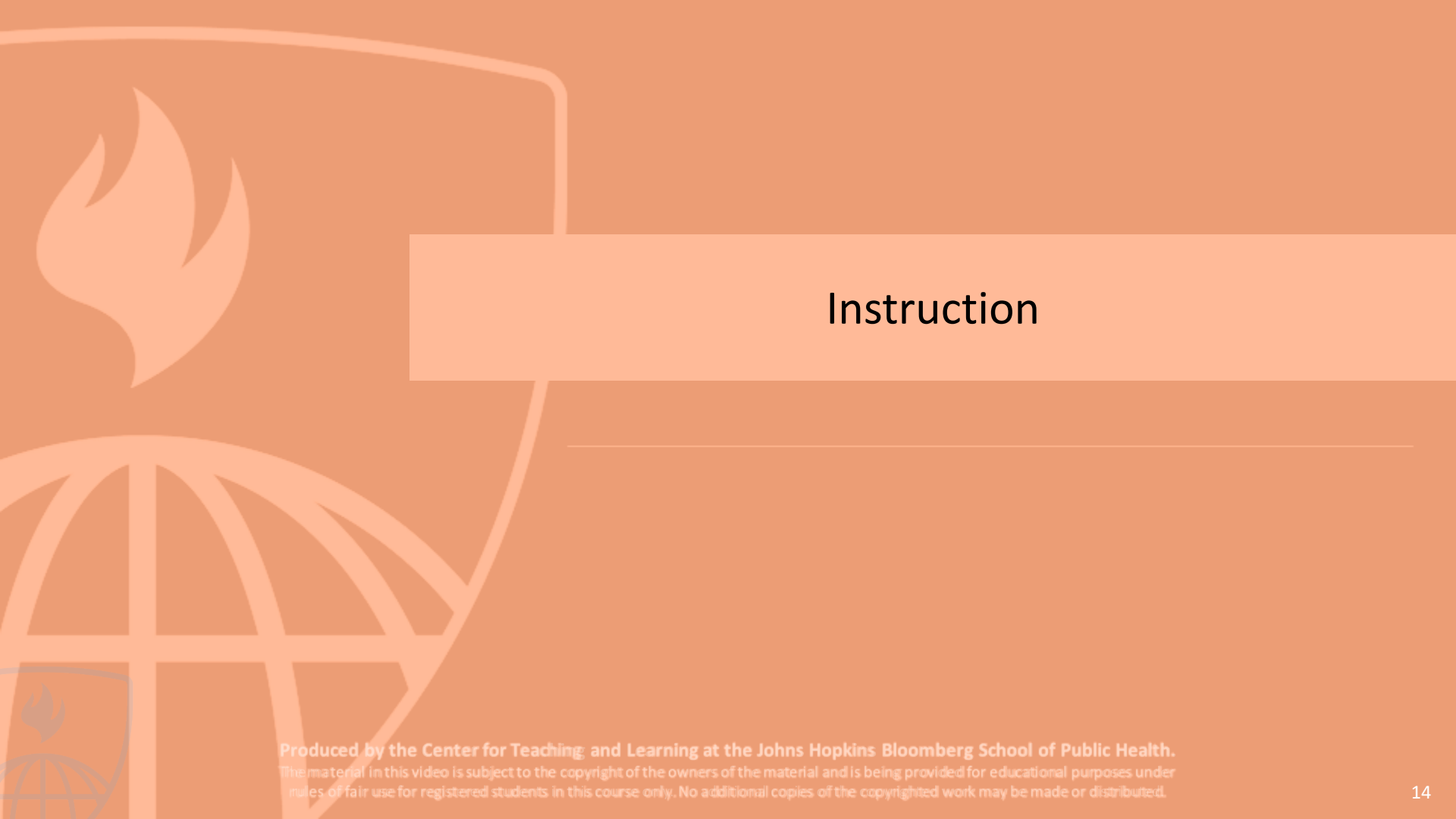
- ▶ Active learning strategies and discussion-based classes may be new and challenging.

The Global Classroom: Creating a Supportive Environment for All Learners

- ▶ Learn your students' names and how to pronounce them.
- ▶ Encourage and embrace silence.
- ▶ Build connections and relationships between domestic and international students.
 - Design diverse group activities.
 - Integrate culture into learning.
- ▶ Provide a "backchannel" for course questions and discussions.
 - Consider using a discussion forum, PollEverywhere, and other non-verbal options.
- ▶ Form a positive student-teacher relationship
 - Inclusive Curricula
 - Student Choice
 - Office Hours
- ▶ Connect students with campus resources

(MacGregor & Folinazzo, 2017)





Instruction

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Let's get practical: Designing a Global Course



Content Delivery

The teaching team should provide **varied opportunities to process content.**

- Transcription of audio content (Thanks CTL!)
- Multi-modal instruction
- Time

Let's get practical: Designing a Global Course (2/3)

Background & Foundational Material

Foundational background information will help students to engage meaningfully.

- Optional content: lectures, videos, articles, infographics
- Glossaries and notes for essential terms and topics



Let's get practical: Designing a Global Course (3/3)



Choice in Assignments

- ▶ Consider **options for choice in assignments**
 - Allow students to apply essential skills to a context they are familiar with
 - Encourage opportunities for reflection and comparison



Discuss: Scenario

Hello Emily,

As you know, I teach a policy course focused on the US context. Because it is a US-focused course, I'm not sure how to make it feel more "global".

While still meeting the objectives of this assignment, what can I do to support a global perspective and my international learners ?

Best Wishes,

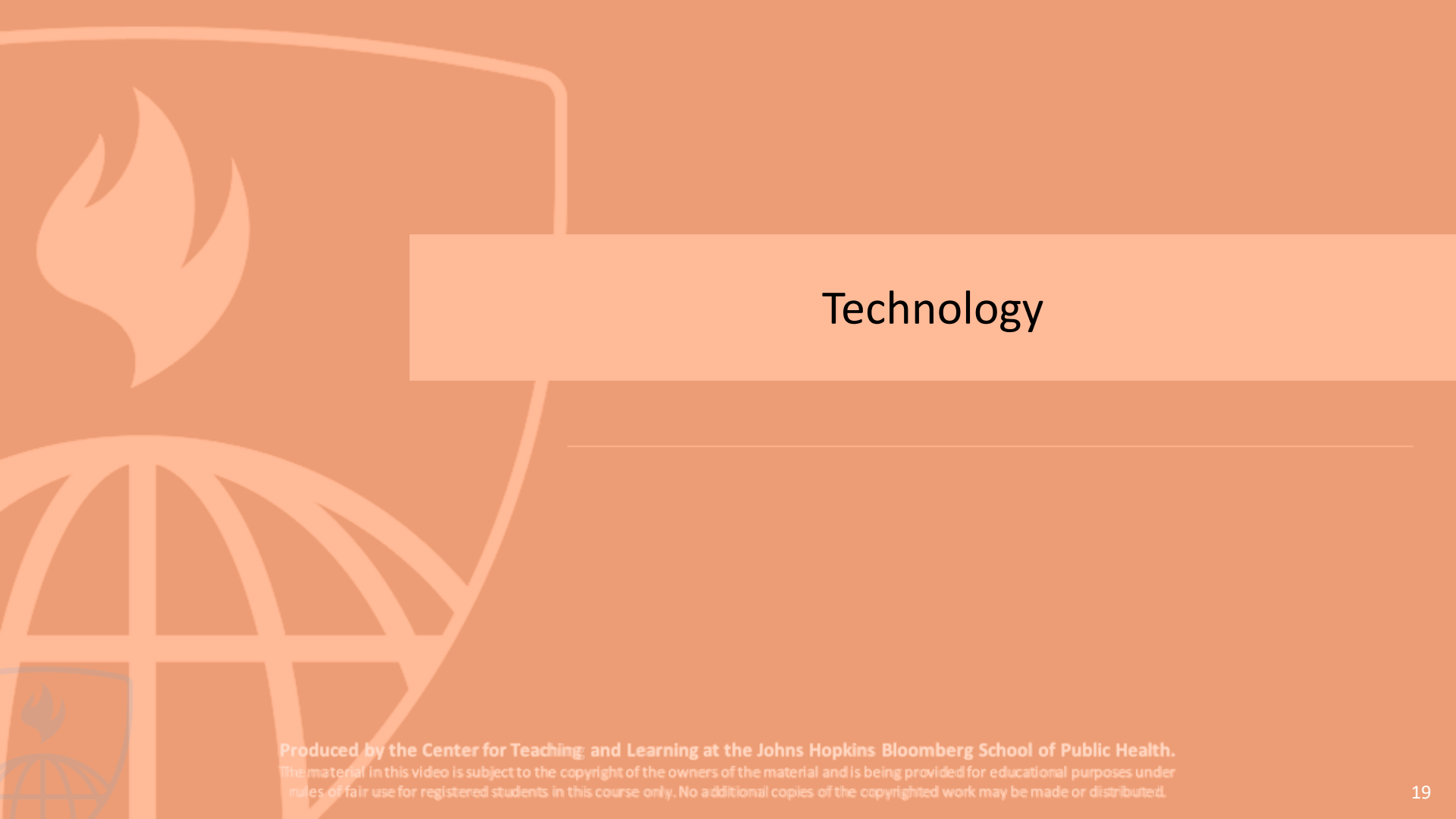
Your Adoring Faculty

Background

In the course, students write a problem statement and policy memo focusing on U.S.-based populations, health problems, and policies.

They do get to select the U.S. population to analyze and advise.





Technology

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WHY record an international lecture

Global Access & Inclusivity

Culturally Diverse Learning

Sharing Public Health Outside of the US perspective.

Discussing public health challenges and practices from around the globe.

Students learn directly from experts in the field.



Benefits for English Language Learner (ELL)

Courseplus offers a variety of learning options

Streaming version with interactive transcript, downloadable mp4, mp3, pdf, and transcript

Students can review more than once as needed

Playback speed can be adjusted

We all benefit from the variety of digitally accessible learning materials



Feedback from Learners

- ▶ *"I actually took notes and replayed them because there were real valuable points in the project implementation stories from various countries."*
- ▶ *"[strengths of the course] Hearing from a lot of different experts, learning new topics and different perspectives from different areas"*
- ▶ *"The teaching team, including outside speakers, were experts in their fields and provided new perspectives..."*



Examples of International Guests

- ▶ Who has included an international guest in their course?
- ▶ What was your experience like?
- ▶ Did you use a Lecture or a LiveTalk?

Recording around the globe

Stockholm
Bangladesh
Chile
Germany
United Kingdom
Kenya
New Zealand
China
Switzerland
Austria
Pakistan
Sri Lanka

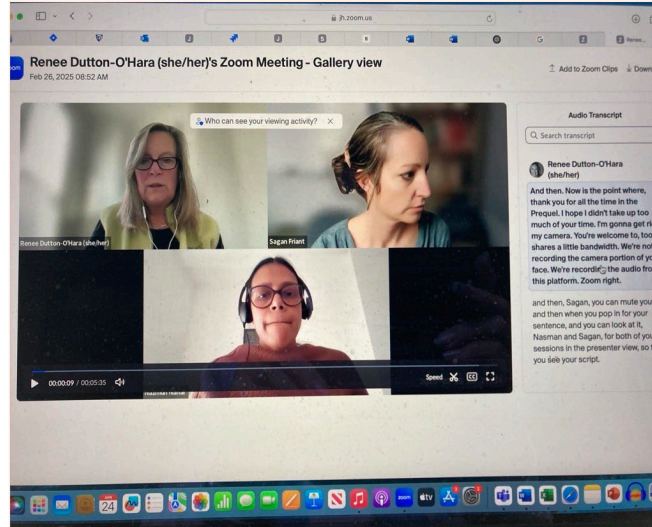
BSPH Guest Speakers



Recording Remotely

Rapid acceleration in remote recordings since the COVID-19 pandemic

One on one session



RDO Zoom recording

Best Practices

- ▶ We use **Zoom** as a platform for recording remotely
- ▶ We record on Eastern Standard Time (EST) but we consider the time faculty may record is very early in the morning or very late their time
- ▶ We recommend a good internet connection, a quiet space and audio input other than the internal microphone for optimal audio quality
- ▶ Note that CTL offers audio/ppt recordings and video recordings. Both can be scheduled to accommodate international faculty and guest speakers

Feedback from speakers

- ▶ Thanks so much for your support and steady hand - Holly Newby, WHO
- ▶ Thank you everyone so much for your support towards this course! Much appreciated!- Anna Kagesten

“But once again, from the bottom of my heart I remain incredibly impressed and delighted at the professional and personal support provided by your team in the recording of these lectures that become legacies that JHUSPH Youth get to carry with them for their lifetime.”

Dhanyavaad, Merci Beaucoup, Danke schöne,
Krishna Bose

Key Takeaways

- ▶ Create a supportive environment for your global learners to become global citizens.

- ▶ Learning scaffolds benefit everyone!

- ▶ International speakers bring context-specific examples that make learning more applicable across regions.
- ▶ Consider inviting an international speaker to record a lecture for your course content.



We are all global learners.



Anonymous, 2- Minute Workshop Evaluation

2025 Workshop Evaluation Form: <https://forms.office.com/r/YmXFUqRCAd>



References

- ▶ Brown, J. S., Collins, A., & Duguid, P. (1989). Situated Cognition and the Culture of Learning. *Educational Researcher*, 18(1), 32-42. <https://doi.org/10.3102/0013189X018001032> (Original work published 1989)
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- ▶ MacGregor, Alex & Folinazzo, Giacomo. (2017). Best Practices in Teaching International Students in Higher Education: Issues and Strategies. *TESOL Journal*. 9. 10.1002/tesj.324.
- ▶ Zull, J.E. (2006), “Key aspects of how the brain learns”, in Johnson, S. and Taylor, K. (Eds), *The Neuroscience of Adult Learning*, Jossey-Bass, pp. 11-19, doi: 10.1002/ace.213



Continuing Professional Development with CTL

Teaching
Assistantship
Training

Workshops, On-
demand Videos, and
Blog



Community of Practice Conversation

- ▶ Let's discuss!
- ▶ A place to be heard
- ▶ (turn off recording)