Bending Time and Space: Internationalization at Home in Kansas

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Abstract

This article and project perfectly illustrate community, connection, and collaboration across disciplines and institutions. As history has shown us, sometimes it is difficult to study abroad or offer cultural immersion opportunities for students when global catastrophes or geopolitics make travel difficult. Instead, this project approximates cultural immersion through engaged learning projects and teleconferencing. Featured most proximately is a project that includes three communities (a Ugandan vocational school, a Kansas university, and a city library) and is interdisciplinary in practice. As an international community of learners, this project brings together people from different backgrounds and continents. Among other things, the project allows its participants an opportunity to recognize the global community and shared humanity that we all belong to. Breaking down stereotypes and misperceptions creates space for learning from and about one another. One way to overcome geographic, political, and even catastrophic global health challenges may be to create engaged learning opportunities where students conduct investigations.

Keywords: engaged learning, immersion opportunities, intercultural education, teleconferencing

Study abroad immersion opportunities provide students with exceptional opportunities and unparalleled chances to learn. However, for many reasons, most students will not study abroad. Recent trends illustrate the impact of the COVID-19 pandemic, with 82% of United States universities canceling international travel for students and 88% canceling international travel for staff and faculty (Open Doors, 2020, p. 3). Following the worst periods of the pandemic, study abroad opportunities are beginning to rebound. However, for many students, studying abroad cannot be a reality. These students rely on their local learning communities to nourish their international education.

The catastrophe of the pandemic is one reason studying abroad has suffered, but there are other trends persistent trends that reduce the study abroad population. Approximately 66% of the students who studied abroad in the 2020-2021 school year were women (Open Doors, 2022). These data reflect the same basic trend for the last twenty years: two-thirds of study abroad students are women. This should not be the case: discussing the benefits of the study abroad experience for all genders is easy. Studying abroad improves cross-cultural competence and adaptability (Mapp, 2012; Douglas and Jones-Rikkers, 2001), lifetime wages (di Pietro, 2021; Asankulova and Thomsen, 2023), language acquisition – which improves employability (NAE, 2017), problem-solving skills and social change (Barnett, 1953; Tortter, 1954; Cho and Morris,

2015), and general academic success upon return (Hadis, 2005). Research also suggests that more time abroad is better – that duration improves the experience's positive effects (Schroeder, K, Wood, C., Galiardi, S. & Koehn, J., 2009; Dwyer, 2004). Moreover, while the positive effects of studying abroad are well-documented for all genders, studying abroad is dominated by women.

While studying abroad is suitable for every student, socioeconomic disadvantages and prejudice may make students less likely to participate in education outside the United States. Women tend to study abroad, while men and minorities avoid studying abroad (Wagner et al., 2020). And, while men in general do not study abroad, this trend is especially true among African-American students (Wagner et al, 2020; Lee & Green, 2016). The obstacles that African American students face attending university, in general, are especially applicable to studying abroad.

There are some remedies for bridging the gap between populations who want to experience international education. *International Research and Review* has already published the need for international education and the means by which professors can bring the world to students when students cannot travel. Specifically, Osakwe (2022) considers the "focus in higher education discourse that has been on Internationalization at Home, which stresses the need to focus on all students when planning for global learning" (2022, 2). This concept of Internationalization at Home has long been a focus of universities, offering students an opportunity to learn about communities they may never visit (Crowther et al., 2001; Beelen & Jones, 2015). Learning can take various forms, including club activities, curricular or co-curricular activities, internships, and service-learning programs. Torres and Statti (2022) and Kovas (2020) consider expanding student learning across borders without taking students abroad. It is increasingly necessary for US students to gain an international perspective while they face growing challenges to studying abroad, from personal incentives, costs, geopolitical conflict, and disease. Meeting students' interests while facing these challenges amid vacillating institutional support continues to challenge post-secondary education.

It is impossible to provide the same experience students have studying abroad on an American residential campus. However, that does not stop professors from inviting international students as much as possible into classrooms and onto campus. This paper aims to explore one such effort in a residential Liberal Arts university in eastern Kansas. Global Problems is an introductory class I teach annually at my small liberal arts university. The class has focused on recurrent global issues and innovative ways that different communities address those problems.

The global problems class is the second of three required courses that international studies students take in the interdisciplinary major. The first course focuses on international studies as an interdisciplinary major, recognizing applications to the global community for majors like political science, economics, history, geography, and anthropology. This interdisciplinary approach to the introductory class invites students from different disciplines and illustrates how students from various disciplines can gain from studying international studies. With this interdisciplinary ethos in mind, it is logically and pedagogically consistent to approach

even a topic like global problems from different angles within one class. An immersive, nested learning environment can promote these learning outcomes by combining cultural and commonplace life abroad with elements of life abroad that make it different from their everyday life.

Through engaged learning techniques, this class connects students with their three communities (an international community, a town community, and a campus community). Our readings explore issues common in the developing world, and our activities make those readings tractable by asking students to share with the Baldwin City community (a town of 4,700 inhabitants). Partnering with the Baldwin City Library, students develop learning tools, including puzzles for the magnet board, bilingual idioms/proverbs for the language tree, backpacks full of cultural games, and reading recommendations of books by contemporary Ugandan authors. As a political scientist, one of my countries of focus is Uganda. I hoped that students would be able to develop a keen awareness of Ugandan life from my study of this country. To start with, Uganda is an excellent choice because English is so widely spoken there, and virtually no one studies abroad there. There were 318 US study abroad students in 2019-2021 and 21 students in the 2021-2020 school year, according to Open Doors (2022). While I have traveled to Uganda, I recognize that this is a place where students are unlikely to go. However, this small, largely rural, central African country of 45 million people provided plenty of concepts for American students to learn about.

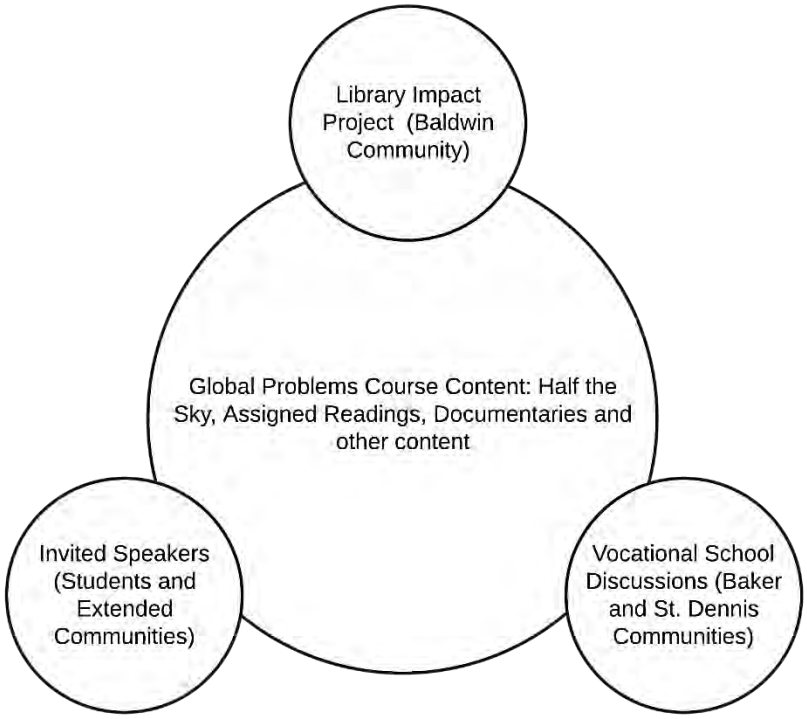
In groups, students complete one of these four assignments while our weekly readings and class meetings explore global problems generally and how Ugandan communities specifically respond to those challenges. Another layer to this integrated model is communication between Baker University students and students in Uganda. Through personal and professional connections, I arranged for teleconferencing between my American students and a colleague's Ugandan students. In addition to cultural differences, another significant difference is that my colleague's students are pursuing an education at a vocational school. While there are innumerable differences between 18-22-year-old Kansans and 14-25-year-old Ugandan vocational school students, the Baker students will learn that our shared humanity transcends these differences.

With that conceit, my class learns more about how brilliant, hard-working, capable, and innovative people overcome obstacles and challenge structures. We discuss global problems with communities that have no choice but to meet those problems, and we learn new ways to think about education, health, economic development, and violence. However, knowing the country for much more than just these things is essential. Introducing Baker students to the culture and people of Uganda, as well as the struggles, helps to reduce inherent 'othering' that can occur when we only study the problems of others. My work as an instructor compels me to educate from this holistic perspective. While they learn more about Uganda's people and culture, they create educational materials for Baldwin City's library patrons. Library patrons learn about Uganda's culture and people, not just its problems, through engaging material that Baker

students create. Sharing some of these lessons – and Ugandan culture – with the town allows students to contribute positively to their community.

Graph 1

Content Integration



Purpose

This paper will analyze a cultural immersion program within residential university communities. The term *Internationalization at Home* takes on many shapes and is rife with opportunities for engaged learning. While my university has many study abroad options and invites students for short international experiences in May and January for university course credit, these opportunities are unavailable for the majority of students on the majority of campuses. Aside from financial hurdles, personal life upheaval, tight windows to complete required courses in pre-professional majors, sports demands, and other recurrent, practical obstacles, international travel remains challenging because of geopolitical upheaval, global health crises, and problematic trends in study abroad programs.

My program and other programs at the university have been provided with increasing incentives to meet the needs of students who want or need international experiences without actually traveling abroad. Whereas there is no alternative for study abroad opportunities, the material fact of few students willing or able to study abroad has compelled several programs at my university to seek low-cost, high-impact options. These options do not replace study abroad but try to deepen students' on-campus experiences with international course content. To that end,

my program and others seek new, innovative ways to develop curricula to project students from the classroom to spaces far away from that classroom.

Course Content

The Global Problems class, nested in the interdisciplinary major of International Studies, spends the first half of the semester inspecting a series of persistent global problems, especially from the perspective of Americans. For instance, while domestic terrorism, anti-democratic nationalist governments, wars between states, and global health are problems for many countries, we begin our analysis from the US experience with these issues as a class. In the first meeting, we defined the problem and how the United States government views the issue. The purpose of this first meeting is to meet students where they are: Most students in this class have a general interest in international affairs, but they are unlikely to have taken any college classes in international studies, international politics, or other disciplines that explicitly treat international activity. As such, it is prudent to start within a context they are likely to be familiar with from high school courses. In the next meeting, we move beyond the US and investigate how other governments, communities, and individuals respond to different crises. Students watch documentaries and read various types of reports (peer-reviewed journal articles, periodicals, and reports from government institutions) to educate them on the course topics. They take an exam as a learning assessment tool.

In the second half of the class, all students read excerpts from the Nicholas Kristof and Cheryl WuDunn (2008) book *Half the Sky* to prepare them for the first weekly class meeting. We discuss the chapters (topics including human trafficking, maternal mortality, child marriage, and educational inequality) using the chapters as content. In our second meeting, we focus on one country – Uganda – and how the topics that *Half the Sky* explores are relevant in Uganda. *Half the Sky* might not mention Uganda by name, but the topics that the authors introduce are present in Uganda, as well as many states in the developing world. Table 1 shows the general topic from *Half the Sky* and the Ugandan content that the class explores in the second meeting. The problems in *Half the Sky* are almost universally applicable to any country, including the United States.

Table 1

Global Problems and Ugandan Problems

Week of Class	*Half the Sky*	Uganda Content
9	Girls' Education	Brookings Institute, 2018
10	Human Trafficking	Trafficking in Persons Report 2022
11	Maternal Mortality	Uganda Health Ministry Report, 2022
12	Child Marriage	Ending Child Marriage, World Bank Report
14	Girls' Education	Peer-reviewed article on Ugandan girls' education

While these topics are grim, Kristof and WuDunn spark hope in the reader by always including 'success' stories and stories of personal triumph. The authors avoid the declinist narrative and

the narrative of tragedy by discussing how women (and men) achieve great things despite the horrors that befall them.

The personal stories that the authors introduce show that while horrible things can happen to a person, that person can continue to grow and help others. Though it is a bit dated now, the book blends those personal narratives with statistics to illustrate that every individual who makes up a statistic has a story. The purpose of taking these statistics and narratives from the many countries to just Uganda was threefold: first, to illustrate that though the authors discuss global data and may focus on specific countries, they may be speaking about trends occurring globally; second, to update the data that they use to make the content more contemporary; and third, to focus students' attention on to just one country, and to routinely return to that country so that they can better understand global problems (especially from a developing nation, where most of the world lives). Just like *Half the Sky's* purpose of focusing on individual stories to apply global trends, the class focuses on Ugandan experiences to illustrate global trends.

The global problems that *Half the Sky* introduces us to are not unique to the cases they study or Uganda. Similarly, the grit and ingenuity that the heroines and heroes exhibit in the book are also found everywhere. Since the first half of the course treated the American response to global problems, and students know their country relatively well, it is fitting to introduce them better to Uganda through its culture. In the same way that students would not characterize their country or community by its most challenging parts, I ask them to think about Uganda from different perspectives. The intuition behind this approach is to explore global problems and characterize them as a feature in people's lives instead of their only identity. The Uganda Impact project seeks to position this knowledge of problems within a greater understanding of the individuals who comprise a complex and dynamic Ugandan community.

Uganda Impact Project

Students enrolling in courses at small liberal arts universities explore a variety of topics and disciplines. As instructors, we appreciate our universities' available options and lament options that disappear with retirements, programmatic reassessment, and reallocation through time. It is never our intention, as instructors, to overstep our expertise or exceed our mandates as professors in a specific field. To that end, though my training is limited to political science, I ask students to consider learning about history, literature, language, education, sociology, and other disciplinary topics. Though this is not exactly 'staying in my lane' as a professor, my campus community generally approves my effort to fill this niche.

Students in International Studies 212 (IN 212) engaged in one of four impact projects this fall: a KiSwahili proverbs tree, an early education geography magnet board, a book review of a Ugandan author, or the creation of a backpack filled with East African children's games. The intuition behind this impact project was to have students step outside of what Adichie (2009) calls "A single story of Africa. A single story of catastrophe." Instead, students began to appreciate the intersectionality and human side of people facing global problems, in this instance, in Uganda. In some ways, Africans may uniquely face this challenge because of how

few Africans study abroad in American universities and how few Americans study in African universities. Indeed, though a domestic cultural program does not replace an international immersion program, such course design takes students far beyond a unidimensional approach to politics or a people. The necessity of interdisciplinary education is one of the great insights from language programs and the study of human geography.

The impact projects allowed Baker students to act like a bridge between the town and Uganda's people and cultures through an existing community resource: the town's public library. Libraries themselves are community tentpoles. Libraries have many roles in their communities (though mostly through the entrepreneurial ingenuity, hard work, and passion of libraries), including that of an educational and entertainment resource center. Librarians often have advanced degrees in Library Sciences and have unparalleled education training that is necessary to reach their audiences. They also have a feeling for communities' needs and interests.

University students were able to harness the expertise of the small-town library staff and work with them to create content that correlated with other ongoing projects. Students could do this by exploring the geography, people, and problems we investigated in our course. The learning objective for each library impact project lesson was primarily to deepen students' perspective of the people they study. While the class addressed global problems, we also wanted to recognize the humanity of the people struggling with that adversity. In short, one objective was for students to recognize that while Ugandan culture is unique and different, those differences were not the source of the problems we studied. Anyone, anywhere – indeed everyone, everywhere – faces these problems. The problems might appear exotic, and the people facing them are far away; however, learning about their culture and daily lives helps us empathize and relate to them.

Culture-Specific Games

Working in a group, students were tasked with studying games commonly played by people (especially children) in Uganda. In our internet age, this was not an especially difficult task. To complete the assignment, students needed to report on the rules of the game and the materials used to play the game. Was the game played nationally or regionally? Were there regional differences? Did men and women (boys and girls) play the game, or was it limited to single-gender play? What was it called in the different languages across the country? Students were able to generate a list of four games (and one craft) that people commonly participated in across Uganda (Kudodu, Mancala, Sonko, and Finger Pool – the craft is the creation of paper beads). Reading about and reporting on these games asked students to understand the people of Uganda from a cultural perspective - games. Students then had to share these activities with the library and the library's guests. To that end, we were able to supply local materials (from big box retailers and craft stores) to fill six backpacks for library guests to check out. There were also plenty of replacement supplies should the beads, paper, glue, scissors, or other principal parts go missing.

Learning about games lightened a course with content that dealt with grim (if true) topics, but that was not the primary learning objective for course students. Students can readily relate to games, and learning about the childhood games of people from another continent and culture humanizes them. The global problems are real, and it is necessary for students to learn about their causes and consequences, but it is also necessary to combat popular understandings of Africa. Adichie, in her Ted Talk, describes this popular understanding as "a place of beautiful landscapes, beautiful animals, and incomprehensible people, fighting senseless wars, dying of poverty and AIDS, unable to speak for themselves, and waiting to be saved by a kind, white foreigner" (Adichie, 2009, 6:22). Exploring these childhood games helps to restore the dignity of people who may face more extreme challenges, but who are no less human or brilliant.

KiSwahili Proverb Tree

Working in groups, students designed and crafted cards for the library's indoor permanent tree exhibit. The tree is a painted branch, anchored and decorated in a pot, not a living tree. Prior to the students 'library takeover' with Uganda content, the tree featured motivational quotes, aphorisms, and quotations from famous books, among other things. It was not a constant display but a feature the library coordinator suggested for our contribution.

Successful completion of the project asked students to find and produce 18 meaningful KiSwahili proverbs. KiSwahili is a complicated language with many regional dialects. However, I told students I would not mandate that their research focus exclusively on Swahili as spoken in Uganda. Swahili has a complicated history in Uganda but is set to be one of the official languages (as of July 5th, 2022, Ugandan cabinet decision) and was appropriate for this project. To aid students in their project, I directed them to the University of Illinois Urbana-Champagne KiSwahili resource page. Students then chose proverbs that they deemed inspirational. Students reproduced the KiSwahili words on one side of the card and the English translation on the other. In class, our discussion revolved around the cultural role of proverbs, the usefulness of these specific proverbs, and why students chose them in general.

Like cultural games, these proverbs educate students about relationships and ideals. Optimally, students will compare idioms, proverbs, and phrases they know from their cultural backgrounds with those they find in KiSwahili. Proverbs can unite people by illustrating that people have similar values regardless of their linguistic or ethnic background. Proverbs can replace the romanticized exoticism accompanying ignorance with wisdom traditional authorities have sought to impart to communities through generations.

Ugandan Novels Project

Though Uganda's contribution to literary circles does not rival those of Kenya, Nigeria, Tanzania, or South Africa, it does have a proud tradition of thoughtful authors producing complex stories. The novels typically implant stories of relationships within historical events of the country, thereby educating the reader while creating shared emotions between the characters and the reader. Students recognize Ugandan stories as accessible, and this moves them further

away from seeing Africa (and Uganda specifically) as a broken place without rich, original, creative arts to share. In this project, students could read words written and edited from thousands of miles away. These masterful works commanded students to respect the messages that these authors intended to convey.

Though there is a rich literary tradition in Uganda, I offered students a select variety of novels. At first, I sought the help of a local bookstore to order these novels, but they were unable to source them. Unfortunately, I had to rely on a popular e-commerce company that promised to deliver new books to me within the week. The e-commerce company completed the transaction quickly, reliably, and inexpensively. Students then read books by authors they had never encountered before, including Doreen Baingana, Okot n'Bitek, Jennifer Nansubuga Makumbi, Goretti Kyomuhendo, and Moses Isegawa. With their own voices, these Ugandan authors transported Baker University students to different times and places, and they made these students care about fictional characters from countries they would never visit. The power of these indomitable authors' works overcame students' bias and (often) indifference to coursework. The texts provided students with the inspiration and the opportunity to review the work and 'be the expert' further incentivized student commitment to their portion of the assignment.

To successfully complete this project, students had to read a book by a Ugandan author (author and book provided by the course professor) and write a short review for library patrons. They included an image of the book cover and their own image in order to imitate reviews from movie rental store employees might offer in a bygone era. In their reviews, students were to provide a short summary and a recommendation, avoiding literary commentary or research outside the book itself. For one thing, it would be unfair to ask these students to read a book, conduct research about the book, and produce a paper when some of their peers were only responsible for creating and explaining proverb cards.

Manipulatives: Geography Magnets

In this project, students were responsible for finding images to create magnet puzzles for the library's magnet boards. The magnet boards allow young learners to manipulate content, creating active learning while piecing together familiar shapes. To complete the shapes of these countries, however, the patrons must be familiar with the final outcome of the object (the shape of the country). Students in this class thought that library goers, young or old, might struggle to piece together a map of Africa, let alone a map of Uganda. For this reason, the class provided a map of these less-than-familiar places along with the magnet pieces themselves.

Students found the images that they wanted to make into magnets. The magnetized element is easily found online, and in this instance, students used an 81/2 x 11-inch sheet of magnet paper with adhesive on one side. It was then easy to align and stick the printed image onto the magnet. Students cut sensible pieces (instructed to create no more than a dozen for these young learners) out of the unified sheet to create the magnetic puzzles. Students used either an X-acto knife or some similar sheaved blade.

For this project, as for the previous projects, students could see the existing library content for reference. Having seen the manipulatives at the library, students could visualize and understand the utility of creating puzzles for the continent of Africa, the geographic region of East Africa, and different regions in Uganda. These nested geographies would help the young learners who would be the primary beneficiaries of the project, but they would also obviously inform parents who would help the kids out.

Like the other projects, this part of the class 'library takeover' would potentially ripple through the community and create a buzz. Public libraries nationwide have become critical cultural nexuses, especially in small towns. For university programs seeking to create a community impact, there are few other ready-made spaces and public venues where collaboration is intuitive and welcomed. Library staff are often among the most well-trained and passionate community members, potential partners in raising awareness, and clandestinely sparking interrogative curiosity through their projects and recommendations.

The Library Was Only the Beginning

The Uganda Impact project increased students' understanding of their coursework by deepening their understanding of the culture and history of the people they were learning about. While each project was different, I assessed student learning with three objectives: students' research content, students' aesthetic delivery, and their execution of the project. Each of the projects required students to conduct some research and planning. For instance, students creating map magnets needed to learn new skills (including adhering images to magnets and cutting them into shapes), and students writing KiSwahili proverbs on cards needed to research the phrases for the library's tree. Since the projects were to be available to library patrons, I also insisted that they be of a high quality. I did not want this to reflect poorly on Baker University or reduce the library's image. The aesthetics were essential to the projects' success. Finally, I assessed students' execution of the project because teams executed each project. I wanted to be sure that everyone participated. So, I included an anonymous survey of the participants to verify that the majority of the work did not rest on one or two responsible members. These three objectives helped me to evaluate student learning and engagement with the Uganda Impact project.

While the library element of the Uganda Impact project was the most hands-on and impactful in terms of students' grades and their interaction with the local community, there were two other parts to this 'Uganda Takeover' project, which brought the Baker students into consultation with the global community. First, invited speakers provided an opportunity for students to learn from someone besides their instructor and the assigned readings. The first invited speaker who spoke to the class was an alumna who currently conducts research in Uganda and is completing her Doctor of Philosophy at Oxford University. This alumna spoke about the history of colonialism in Uganda. In addition to the content she delivered, which supported the content we discussed as a class, her presentation helped to make Uganda more real for students since someone who had been in their seats five years prior is currently working in Uganda and Kenya. The second speaker, Professor Jimmy Spire Ssentongo from Makerere

University, teleconferenced from Uganda. His talk on political satire was offered to more than just students at my university – it was an international teleconference offered to African studies centers in the United States – but my students were able to join and hear from a Ugandan scholar in Uganda about Uganda. Like the first speaker, students learned specific content regarding the philosophy of humor in Ugandan politics, but they also received a glimpse of a Ugandan professor discussing his research.

Secondly, in terms of time, conversations with Uganda students brought this project home for many students. In teleconference sessions, students at Baker University spoke with students at a vocational school in Uganda, St. Dennis Vocational Academy. Overcoming technical problems (delays in video and audio echoes) and time-zone differences (a conversation in Uganda at 4 PM is 8 AM in Kansas), it was evident that discussing education was important to both American and Ugandan students. Based on our readings, I offered a set of questions and let students supplement that list. I began with eight questions from experiences discussed in our course text, *Half the Sky*, and specifically the supplemental reading regarding Uganda. I read my questions in class before our talks with Ugandan students, and students chimed in with their thoughts following mine. I recorded their questions and sent them to my colleague in Uganda to prepare his students. Because of our logistical problems, the conversations turned into monologues from Ugandan students with questions from me (the instructor), but aside from these challenges, the learning outcome on the Kansas side remained the same. I checked in with my Ugandan colleague to make sure his students would be able to gain from the experience, and he assured me that the students' experience drafting and delivering their stories to an American audience was an equal transaction for American students' experience learning from Uganda. While the Kansas students were mostly quiet in the teleconference, their questions ahead of time and their appearance in the teleconference helped out. In a survey that I conducted following the class, my students reported that speaking with students in Uganda was among the most exciting and interesting elements for students.

Conclusion

Impactful course design remains a mainstay on college campuses. Whereas high-impact journal publications and attracting grants are the barometer for much of the discipline, small liberal arts colleges continue to educate roughly half of America's university students (IIE 2022). Students choose small liberal arts colleges for personal attention, small class sizes, and the promise of brilliant course content and opportunities.

Though this was one of many classes, students explored it for a variety of reasons. Of course, students needed this class as part of their major or minor. It became part of an impactful course (substituting for study abroad courses, when necessary) for intercultural understanding in several disciplines. Utilization of Internationalization at Home benefited this class. As well, students in each of the three communities (Uganda, Baldwin City, and Baker) benefitted from the additional care involved with integrating learners in their global, municipal, and campus communities. This kind of engaged learning has the direct benefit of impacting students enrolled

in the class. However, it also draws together each of the three aforementioned communities by making each visible to and relating to the other. While enrolling students who want to fulfill a major requirement is one thing, students are also drawn to classes with a 'buzz' around them. Impact projects such as those discussed above can help to create this buzz.

Without sacrificing academic rigor, creating an integrated, impactful project as part of a holistic approach to course content creation is possible. While there is no substitute for time spent studying abroad or traveling for education, it is still essential to introduce international education in courses to meet the needs of students unable to travel and to recruit future travelers. Deeply immersive cultural studies help students to jettison prejudice and can help to peak student interest in future opportunities. One way to draw students into such an interest is through immersive studies in people, especially letting the people themselves tell their own stories. From this example, weaving together stories of facing challenges with cultural proverbs, conceptions of time with simple childhood gameplay, and recognizing individual resilience within the context of global health catastrophes brings students' understanding of the global communities' everyday struggles in a way that eludes studying textbooks, journal articles, and documentaries. This content is essential for university study because of its exceptional quality. However, Internationalization at Home can be more impactful and encourage student interest with engaged learning and hands-on content.

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