

Bringing It Home: Designing Re-Entry for STEM Education Abroad Programs

HANDOUT 5 — Day 1 Synthesis and Workforce Reflection Journal

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PURPOSE

Day 1 has moved from capturing evidence to examining meaning. This final session helps you synthesize that learning, connect it to workforce readiness, and identify an opportunity to carry into Day 2.

PART I. WHAT DID WE LEARN?

Return to the Global Innovation Case and your work from Sessions 3 and 4.

- One important insight that emerged from examining the experience is:
- What did you learn about the role of community knowledge or context?
- What did you learn about professional practice?

PART II. CONNECT LEARNING TO WORKFORCE READINESS

Select One Workforce Competency.

Which competency became particularly visible through the case?

- ☐ Problem solving
- ☐ Communication
- ☐ Teamwork/collaboration
- ☐ Adaptability
- ☐ Leadership/initiative
- ☐ Creativity/innovation
- ☐ Intercultural competence



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- ☐ Disciplinary/technical knowledge
- ☐ Resourcefulness
- ☐ Stakeholder engagement
- ☐ Decision making under uncertainty
- ☐ Ethical decision making
- ☐ Opportunity recognition
- ☐ Entrepreneurial thinking
- ☐ Other _____

- What evidence supports this competency?
- What did deeper examination help you understand about this competency?
- Why might this competency matter in a professional setting?

Workforce Learning Statement

Complete the statements:

- Through this global experience, I strengthened my ability to...
- I demonstrated this when...
- This competency matters in professional settings because...

PART III. IDENTIFY AN OPPORTUNITY FOR DAY 2

Return to the emerging opportunity identified in Session 4.

- What question, unmet need, possibility, or opportunity would you like to explore further?
- What community knowledge, asset, or contextual insight should remain central?
- Why is this opportunity worth exploring?

PART IV. BREAKOUT-ROOM SYNTHESIS: PRINCIPLES FOR EFFECTIVE STEM RE-ENTRY

Now shift from participant as learner to participant as re-entry program designer.

Discuss:

- What learning became visible because of structured reflection?
- What helped connect the global experience to workforce competencies?
- What should intentional re-entry help students do?

Develop Three Shared Design Principles

Based on your discussion, identify three principles that should guide effective STEM re-entry programming.

- Principle 1 — Effective STEM re-entry should...
- Principle 2 — Effective STEM re-entry should...
- Principle 3 — Effective STEM re-entry should...

PART V: PLENARY SYNTHESIS

Post one shared design principle.

SESSION 5 DELIVERABLE

Shared Design Principles for STEM Re-Entry. Three principles describing what effective re-entry should help students recognize, examine, articulate, and apply from their global STEM experiences.