

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

HANDOUT 2 – Keynote Reflection and Re-Entry Opportunity Worksheet

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PURPOSE

The keynote, “From Global Learning to STEM Workforce Readiness” introduces a central premise of the workshop: STEM education abroad can develop workforce-relevant competencies, but students need intentional re-entry experiences to recognize, articulate, and apply that learning.

Please use this worksheet to capture key insights from the keynote, examine connections between global learning and STEM workforce preparation, and identify opportunities for strengthening re-entry at your institution.

PART I. KEY INSIGHTS FROM THE KEYNOTE

As you listen, capture ideas that could inform re-entry programming at your institution.

One idea from the keynote that changed, expanded, or reinforced my thinking:

One implication for STEM re-entry at my institution:



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PART II. STEM JOB POSTING AND WORKFORCE COMPETENCY ALIGNMENT

Review the sample STEM job posting provided by the facilitator. Identify **one or two competencies** the employer is seeking and consider how a global STEM experience might provide evidence of those competencies.

Global Experience or Activity	Competency Sought by Employer	Evidence From the Experience	How Student Could Communicate It
			Résumé / Interview / Portfolio / LinkedIn

Where does intentional re-entry add value between the global experience and the career outcome?

PART III. INSTITUTIONAL RE-ENTRY OPPORTUNITY SCAN

Think about your current institutional context.

What is one gap in helping students connect global experiences to workforce or career preparation?

What existing campus partner or resource could help address this gap?

- ☐ Education Abroad
- ☐ Career Services
- ☐ Entrepreneurship/Innovation
- ☐ Undergraduate Research
- ☐ Experiential Learning
- ☐ Employer/Industry Relations
- ☐ Faculty/Academic Programs
- ☐ Alumni
- ☐ Other _____

My Initial Opportunity

One opportunity for strengthening the connection between education abroad, re-entry, and workforce preparation is:

PART IV: KEYNOTE DEBRIEF — FROM INSIGHT TO IMPLICATION

Individual Reflection: Looking across your notes, identify:

1. **One idea that challenged or expanded your thinking:**
2. **One workforce competency that global experiences may develop, but students may struggle to recognize or communicate:**

Small-Group Dialogue:

1. **What connections did you hear between global experience and workforce readiness?**
2. **What would students need to make that learning visible to employers or other stakeholders?**

Plenary Synthesis: As a group, complete the statement:

Global experience becomes professionally valuable when students can

Our institution could strengthen this connection by

SESSION 2 DELIVERABLES

1. **Workforce Competency Alignment Matrix**

Connects a global STEM experience to an employer-valued competency, evidence demonstrating that competency, and how the student could communicate the evidence in a résumé, interview, portfolio, or other professional context.

2. **Initial Institutional Re-Entry Opportunity Scan**

Identifies one gap and one opportunity for strengthening the connection among global STEM learning, re-entry, and workforce/career preparation at the participant's institution.