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Global Citizen Mindset via Global Education: A Study of the Greece Dialogue of Civilizations Program

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Abstract
As international education becomes increasingly vital in preparing students for a globalized world, experiential learning abroad offers a powerful model for deepening both academic understanding and cross-cultural competence. This paper explores Northeastern University's five-week Dialogue of Civilizations program in Greece, *Evolution of Scientific Thought and Technology Abroad*, which integrates historical exploration with scientific and technological education.

Through immersive visits to archaeological sites, museums, and cultural landmarks, students engage directly with Greece's rich scientific and technological heritage. This experiential framework is designed to enhance students' understanding of the evolution of scientific thought while fostering global awareness and cultural sensitivity.

Using qualitative analysis of student reflections and program evaluations, this study assesses the program's educational impact. Findings indicate significant growth in students' global perspectives, appreciation for ancient innovation, and ability to contextualize modern science within its historical roots. This research contributes to the broader discourse on international experiential education and offers a model for designing impactful study abroad programs that effectively integrate academic content with cultural immersion.

Keywords: experiential learning, cultural immersion, study abroad, global citizenship, ancient technology.

Introduction

International education has become increasingly important in preparing students for a globalized world. Study abroad programs, particularly those emphasizing experiential learning, offer unique opportunities for students to develop cross-cultural competencies while deepening their understanding of academic subjects. This paper examines Northeastern University's Dialogue of Civilizations program in Greece, titled "Evolution of Scientific Thought and Technology Abroad," which represents an innovative approach to combining historical exploration with scientific and technological education.

The program, led by two Professors from the College of Engineering, spans five weeks during the summer term and takes students on an immersive journey through Greece's rich technological and cultural heritage. By visiting archaeological sites, museums, and cultural landmarks, students explore the foundations of scientific thought and technological innovation while developing a global perspective on engineering and innovation ((Maheswaran, 2025).

Experiential learning, as conceptualized by Kolb (1984), emphasizes learning through direct experience, reflection, abstract conceptualization, and active experimentation. Study abroad programs exemplify this approach by providing students with immersive experiences that challenge existing perspectives and promote deep learning. Research consistently demonstrates that well-designed international programs can enhance critical thinking skills, cultural sensitivity, and global awareness (Dwyer, 2004; Paige et al., 2009).

Cultural immersion experiences have been shown to foster global citizenship development by exposing students to different worldviews, values, and ways of life (Morais & Ogden, 2011). The concept of global citizenship encompasses cultural awareness, social responsibility, and the ability to think and act on a global scale (Oxfam, 2015). Study abroad programs that incorporate structured reflection and cultural engagement activities are particularly effective in promoting these outcomes.

Integrating historical perspectives into STEM education has gained attention as a method for enhancing student engagement and understanding. By exploring the historical development of scientific concepts and technological innovations, students develop a deeper appreciation for the iterative nature of scientific progress and the cultural contexts that shape technological development (Matthews, 2014).

This study addresses the following research questions:

- How does participation in the Greece Dialogue of Civilizations program impact students' understanding of scientific and technological evolution?
- What aspects of the program contribute most significantly to students' memorable experiences and learning outcomes?
- How does cultural immersion in Greece influence students' development as global citizens?
- What improvements can enhance the program's effectiveness in supporting student learning?

Method and Approach

Rationale for Research Approach

While study abroad programs have been extensively researched, few studies examine programs that explicitly integrate STEM education with historical and cultural immersion, particularly those focusing on the evolution of scientific thought through ancient technological heritage. Most study abroad research in engineering focuses on contemporary technical skills or internships rather than historical foundations of innovation.

This study addresses this gap by examining how immersion in the birthplace of Western scientific thought impacts students' understanding of both technological evolution and global citizenship. The qualitative approach is particularly suited to capturing the transformative nature of experiential learning, allowing students' voices to articulate connections between ancient innovation and modern engineering practice that quantitative measures alone cannot reveal.

The novelty of this research lies in three key aspects:

1. **Interdisciplinary Integration:** The program uniquely combines engineering education with archaeological exploration, creating a rare opportunity to study how historical context enhances STEM learning and global perspective development simultaneously.
2. **Technological Heritage Focus:** Unlike traditional study abroad programs that emphasize contemporary cultural differences, this program uses ancient technological achievements as the lens through which students develop global citizenship, offering a distinctive pathway to cross-cultural understanding.
3. **Extended Immersion Design:** The five-week duration with sequential site visits creates a progressive learning experience that allows deeper cultural integration than typical short-term programs, providing valuable insights into the impact of sustained experiential learning.

Research Design and Data Collection

This study employs a qualitative research approach using thematic analysis of student feedback collected through program evaluation surveys. The research addresses the following questions:

- How does participation in the Greece Dialogue of Civilizations program impact students' understanding of scientific and technological evolution?
- What aspects of the program contribute most significantly to students' memorable experiences and learning outcomes?
- How does cultural immersion in Greece influence students' development as global citizens?
- What improvements can enhance the program's effectiveness in supporting student learning?

Participants

Twenty-three students participated in the five-week program. At the program's conclusion, fourteen students responded to the evaluation survey, sharing insights on how their involvement inspired them to address future global challenges through a global mindset.

Program Description

Program Structure

The "Evolution of Scientific Thought and Technology Abroad" program runs for five weeks (May 8 – June 11, 2025) and is designed for students across all disciplines. The project description and details can be found in Appendix 1. The program combines two courses: GE1210 (Scientific Revolutions – Abroad) and GE2310 (Engineering and Technical Innovation – Abroad). The primary objective is to provide students with an experimental and interactive global learning experience focused on scientific evolution and technical innovation.

Table 1: Program Structure and Learning Flow
Conceptual model illustrating the five-week program progression through four key phases: Pre-Departure Orientation, Archaeological and Cultural Immersion (Weeks 1-4), Active Learning Experiences, and Post-Program Reflection and Assessment. The sequential structure demonstrates how foundational knowledge builds progressively through experiential encounters, culminating in reflective integration of learning outcomes. Arrows indicate the directional flow from preparation through implementation to consolidation of global citizenship competencies.

Curriculum and Activities

The program curriculum encompasses multiple dimensions of learning:

Archaeological Site Visits: Students explore significant historical locations including:

- Minoan sites (Knossos Palace, Heraklion Archaeological Museum)
- Mycenaean sites (Mycenae, Epidaurus)
- Classical Greek sites (Acropolis, Parthenon, Ancient Agora)
- Olympic heritage (Ancient Olympia, Panathenaic Stadium)
- Religious and philosophical sites (Delphi, Meteora)
- Macedonian historical sites (Vergina, Amphipolis, Thessaloniki)

Technological Focus Areas: The program examines ancient innovations including:

- Minoan construction techniques and water management systems
- Mycenaean metallurgy and maritime technology
- Classical Greek architectural engineering (Parthenon's optical refinements)
- Ancient mechanical devices (Antikythera Mechanism, Archimedes Screw)
- Urban planning and infrastructure development

Cultural Activities: Students participate in authentic cultural experiences such as:

- Traditional Greek dining with historical accuracy
- Greek dance instruction
- Interaction with local communities and religious figures
- Museum workshops and hands-on activities

Learning Methodology

The program employs a multi-faceted approach to experiential learning:

- **Site-based Learning:** Direct engagement with historical locations and artifacts
- **Interactive Projects:** 3D modeling of ancient structures (e.g., Parthenon reconstruction)
- **Hands-on Experiences:** Running in the ancient Olympic stadium, receiving olive wreaths
- **Cultural Immersion:** Authentic dining experiences, traditional dress activities
- **Reflective Practice:** Structured assignments connecting ancient innovations to modern applications

Data Collection

Data was collected through post-program surveys administered to all participants. The survey included both Likert Scale and Open-Response Survey Questions (detailed in Appendix 2), addressing:

- Most memorable experiences and their significance
- Program improvement suggestions
- Impact on global citizenship development
- Application of learning to future endeavors

Data Analysis

Thematic analysis was conducted on the qualitative responses to identify patterns and themes in student experiences and learning outcomes. Responses were coded and categorized to understand the program's impact on student learning and development. All responses are presented in Figures 1-13.

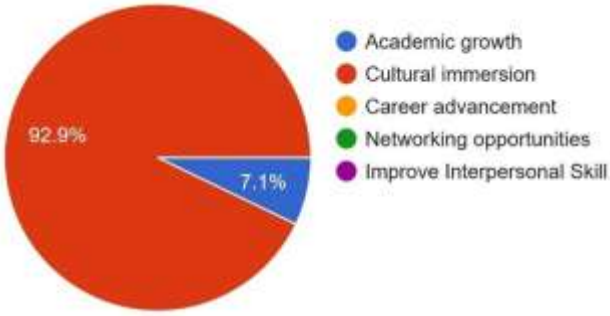

Figure 1: Student motivations for participating in the Dialogue of Civilizations program (N=14). Chart displays the primary factors that influenced students' decision to enroll in the Greece study abroad experience.

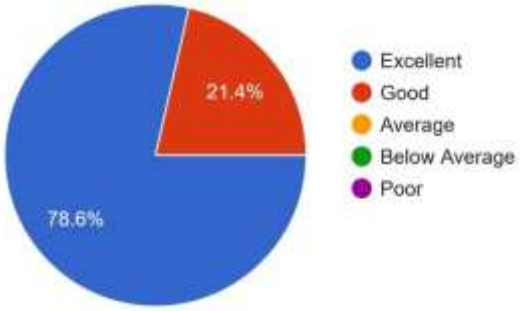

Figure 2: Student ratings of academic instruction quality, including guest lectures, on-site presentations, and pedagogical approaches (N=14). Scale ranges from 1 (Poor) to 5 (Excellent).

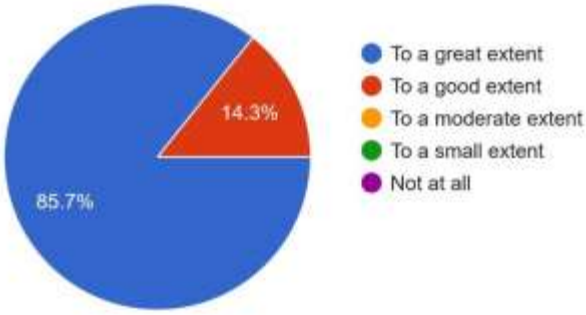

Figure 3: Extent to which the program facilitated student understanding and appreciation of Greek culture (N=14). Responses measured on a 5-point Likert scale from "Not at all" to "Extremely well."

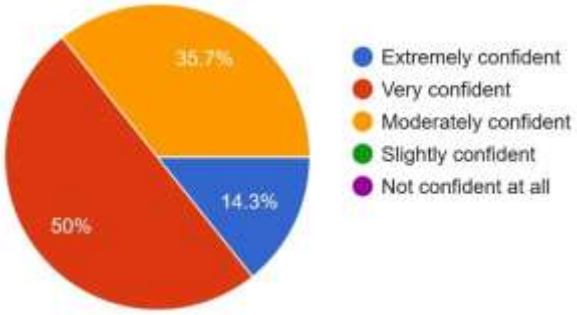

Figure 4: Student self-reported confidence levels in navigating cultural differences after interactions with Greek locals, faculty, and students (N=14). Scale measures intercultural competence development from "Not confident" to "Very confident."

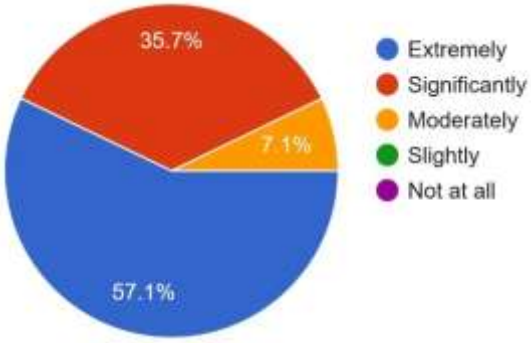

Figure 5: Degree to which the program increased student awareness of global interdependence and cross-cultural dynamics (N=14). Responses indicate perceived growth in global awareness from "No increase" to "Significant increase."

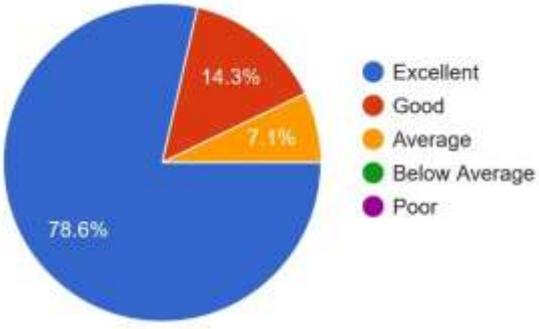

Figure 6: Student satisfaction ratings for program support services provided by staff during the five-week duration (N=14). Quality assessment scale ranges from "Very dissatisfied" to "Very satisfied."

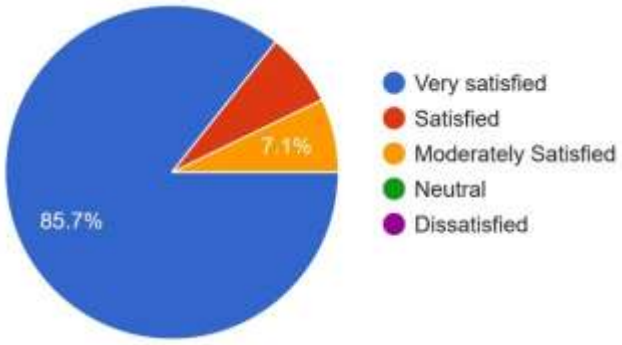

Figure 7: Student satisfaction levels with accommodation arrangements throughout the program period (N=14). Ratings reflect housing quality, comfort, and suitability for the program's objectives.

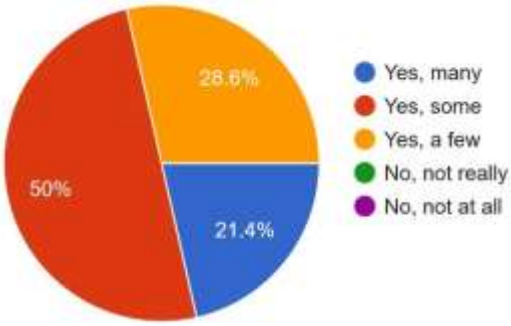

Figure 8: Perceived value of networking opportunities provided through the program (N=14). Students assessed the quality and usefulness of professional and academic connections facilitated by the experience.

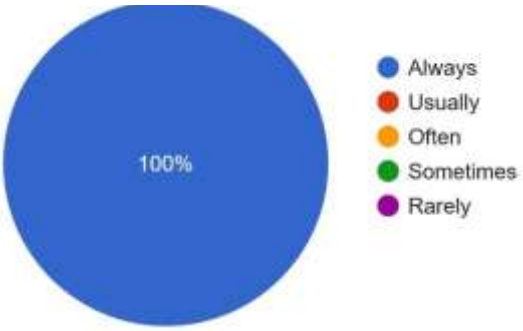

Figure 9: Student perceptions of instructor tolerance for diverse opinions during class discussions, assignments, and activities (N=14). Measured on a scale assessing the classroom environment's openness to varying perspectives.

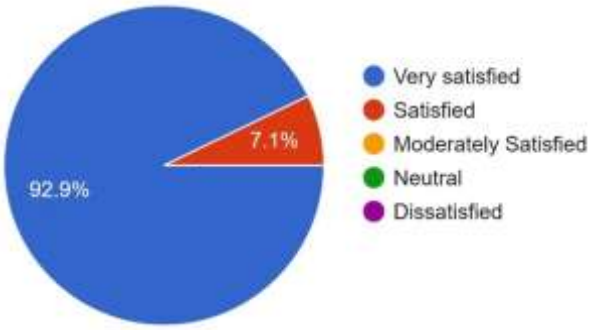

Figure 10: Overall student satisfaction with the Dialogue of Civilizations program experience (N=14). Composite rating reflecting holistic program evaluation from "Very dissatisfied" to "Very satisfied."

Results and Analysis

A survey was conducted at the end of the program to evaluate student experiences and assess the effectiveness of the activity in fostering global education and global mindset, as well as to examine how participation motivated individuals to address future challenges in a sustainable world as global citizens.

Most Memorable Experiences

Analysis of student responses revealed several key themes regarding the most impactful program elements:

Students frequently cited visits to major archaeological sites as transformative experiences. The Acropolis and Parthenon were particularly mentioned for their "grandeur and quality of structures" and the way structured assignments enhanced understanding. One student noted: "visiting the Acropolis of Athens... combining that with our assignment to rebuild it helped me understand what I was looking at much better."

Meteora and Delphi were highlighted for their combination of natural beauty and cultural significance. Students appreciated "the amazing views and cultural immersion" and the way "large cliffs, mist, lectures, and ruins blended together in a memorable and educational experience."

Hands-on activities, such as the "ancient Greek dinner where we had historically accurate meals" and wearing "ancient Greece style togas," were valued for making history tangible and providing opportunities to "visually see the history we were learning."

Direct interactions with local people, particularly "talking to Sister Akakia in the monastery in Mystras," were transformative for students, providing "eye-opening" experiences about "different lifestyles and cultures."

One student specifically mentioned a physics lecture that demonstrated "how unintuitive seemingly simple physics questions were," highlighting the program's success in making complex concepts accessible through guided discovery.

Program Improvement Suggestions

Student feedback revealed several areas for program enhancement:

Students expressed a desire for "more clearly defined and understood" coursework ahead of time, suggesting that while cultural immersion is valuable, "dedicated time to teach the methods needed would be important."

Multiple students suggested implementing "continuous grading" to "ease students' worries" and incorporating "more interactive activities when in lecture."

Students requested "more guided interactions with the locals" beyond just touring sites, emphasizing integration with people who live in the areas visited.

One suggestion involved visiting "more places and longer at those places" while reducing time in major cities.

A student noted that "some of the presentations in class were repetitive" and suggested providing "different topics for class presentations."

Global Citizenship Development

The program demonstrated significant impact on students' global citizenship development, with responses falling into several key themes:

Students consistently reported enhanced understanding of different cultures and perspectives. Representative comments include: "take into account other cultures and perspectives based on people's own life experiences" and "be accepting of other viewpoints and cultures despite their unfamiliarity."

Engineering students specifically connected their experiences to future careers, noting how the program would influence their approach to "large problems that have wider influence on the world" and help them "generate solutions that cover a range of perspectives and lifestyles."

Students expressed increased awareness of global challenges, with one noting the program "opened my eyes into what it means to truly do something to benefit the world, not just benefit the US."

The experience enhanced students' confidence in navigating different cultural contexts and their ability to "immerse myself in even more cultures due to my experience here."

Application of Learning

Students demonstrated clear intentions to apply their learning in various contexts:

Engineering students expressed specific plans to incorporate global perspectives into their work, particularly in energy storage, battery technology, and international development projects.

Students indicated increased awareness of the importance of understanding cultural contexts when traveling, meeting international students, or working in diverse environments.

The program influenced students' approaches to complex challenges, with enhanced consideration for diverse perspectives and global implications.

Students expressed motivation for continued cultural exploration and learning about different societies and their challenges.

Global Citizenship and Global Mindset

Question 13: Global Citizen Experience in Greece

The Greece experience provided participants with profound insights into cultural diversity through direct observation and engagement. Students emphasized how witnessing Greek ways of life firsthand helped them understand their own role in the global community. They developed appreciation for cultural differences and learned to value perspectives rooted in different life experiences, moving beyond their familiar American context. Participants recognized the importance of considering worldwide issues and solutions rather than focusing solely on domestic concerns. Many noted how Greece's different needs compared to America opened their eyes to what it truly means to benefit the world globally, not just their home country. This shift represents a fundamental change from nationalistic to antinationalistic thinking. The experience fostered greater awareness of extreme cultural differences between civilizations and highlighted the importance of being knowledgeable about multiple cultures. Students developed confidence in navigating unfamiliar environments and deepened their understanding of the Balkan region specifically. Participants came to understand global citizenship as encompassing awareness of diverse customs and cultures, coupled with respect and openness toward all cultural expressions, regardless of familiarity or comfort level.

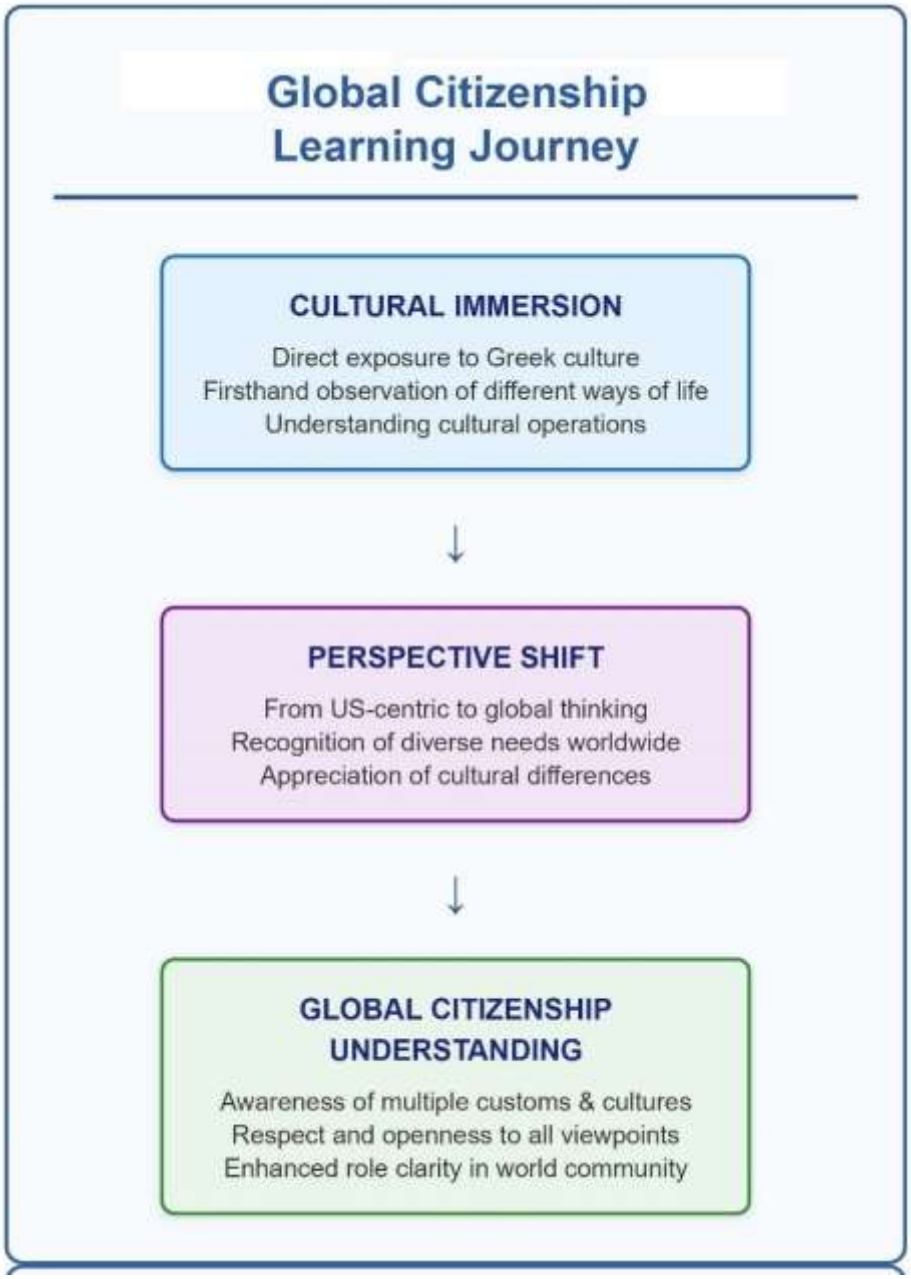

Figure 11a: Global Citizen Journey - Student Perspectives

Qualitative responses to the survey question: "How has your experience in Greece shaped your understanding of what it means to be a global citizen?" (N=14). Word cloud or thematic representation showing the frequency and emphasis of key concepts identified in student reflections, including cultural awareness, perspective-taking, global responsibility, and cross-cultural competence.

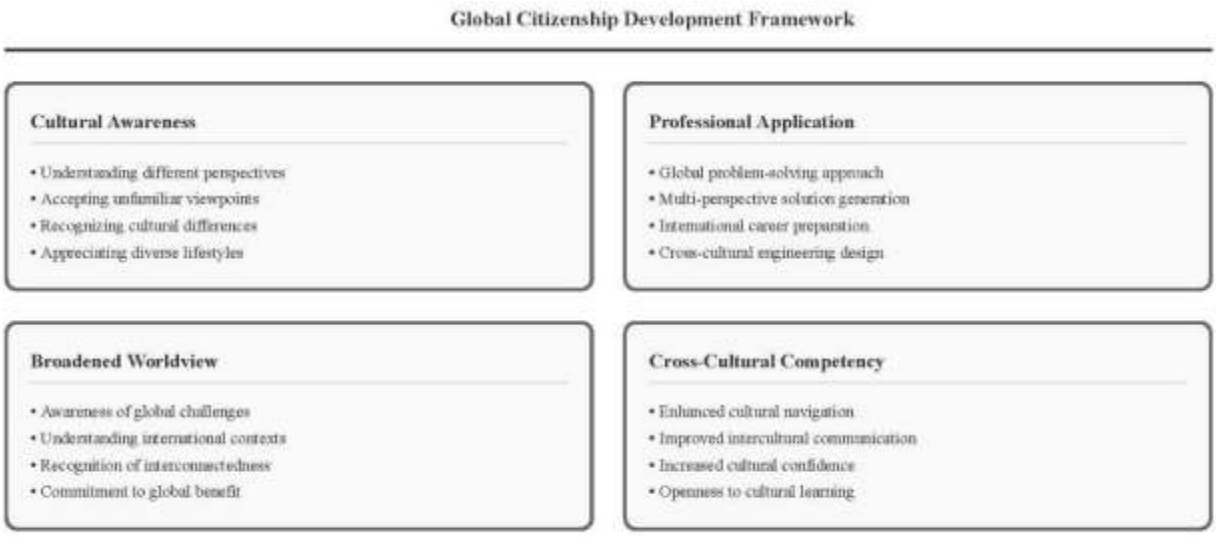

Figure 11b: Global Citizenship Development Framework
Four-dimensional framework illustrating the interconnected domains of global citizenship development fostered through the Greece Dialogue of Civilizations program. Quadrants represent: (1) Cultural Awareness - recognition and appreciation of diverse cultural practices and worldviews; (2) Professional Application - integration of global perspectives into career aspirations and disciplinary approaches; (3) Broadened Worldview - expansion from nationalistic to global thinking about challenges and solutions; and (4) Cross-Cultural Competency - development of skills and confidence to navigate diverse cultural contexts. Framework synthesized from thematic analysis of student survey responses (N=14).

A four-quadrant framework showing how the program develops cultural awareness, professional application, broadened worldview, and cross-cultural competency.

Question 14: Applying Global Mindset

Engineering students particularly emphasized how their global perspective would influence their career approaches. They plan to focus on worldwide issues and develop solutions that accommodate diverse perspectives and lifestyles. One student specifically mentioned how observing different national approaches to energy storage technology would inform future product development. Students indicated they would apply their global mindset to approach large-scale problems with wider world influence, thinking more critically about solutions. They expressed commitment to understanding different national challenges and contributing their knowledge to develop appropriate solutions. Participants developed greater openness to different viewpoints and increased understanding that others may think and feel differently. They expressed enthusiasm for applying their global mindset when traveling to other countries, meeting international students, or engaging with diverse community members. Students showed dedication to ongoing cultural education, expressing desire to learn about more cultures to better integrate themselves and their potential contributions into diverse cultural contexts.

Figure 12: Global Mindset Application - Student Intentions

Student responses to the survey question: "In what ways do you see yourself applying the global mindset you developed in Greece to contribute to your community or the wider world?" (N=14). Visualization displays thematic categories of intended applications, including professional engineering practice with global considerations, cross-cultural engagement in personal contexts, continued cultural education pursuits, and commitment to addressing international challenges through informed solutions.

Discussion

Program Effectiveness

The results demonstrate that the Greece Dialogue of Civilizations program successfully achieves its core objectives of enhancing student understanding of scientific and technological evolution while fostering global citizenship development. The integration of archaeological exploration,

hands-on activities, and cultural immersion creates a rich learning environment that resonates deeply with participants.

Memorable Experience Factors: The most impactful experiences shared several characteristics: they were multi-sensory, personally meaningful, and connected abstract concepts to tangible experiences. The combination of visual grandeur (Acropolis), natural beauty (Meteora), hands-on activities (Olympic stadium), and personal interactions (monastery visits) created lasting impressions that enhanced learning retention.

Cultural Immersion Benefits: The program's emphasis on authentic cultural experiences, from traditional dining to interactions with local religious figures, provided students with genuine cross-cultural encounters that textbooks cannot replicate. These experiences fostered empathy, cultural sensitivity, and global awareness that students explicitly connected to their future professional and personal lives.

Pedagogical Implications

The program demonstrates several effective pedagogical approaches:

Contextual Learning: By exploring technological innovations in their original cultural and geographical contexts, students developed deeper appreciation for the iterative nature of scientific progress and the influence of cultural factors on technological development.

Experiential Engagement: Hands-on activities, such as 3D modeling of the Parthenon and running in the ancient Olympic stadium, transformed passive observation into active engagement, enhancing both enjoyment and learning retention.

Interdisciplinary Integration: The program successfully bridged engineering, history, archaeology, and cultural studies, demonstrating the interconnected nature of knowledge and the importance of holistic approaches to education.

Areas for Enhancement

Student feedback identified several opportunities for program improvement:

Academic Structure: While students valued the cultural immersion, they desired greater clarity in academic expectations and more structured learning objectives. This suggests the need for enhanced pre-departure preparation and clearer articulation of learning outcomes.

Assessment Methods: The suggestion for continuous assessment indicates student preference for ongoing feedback rather than concentrated evaluation periods. This could reduce stress and provide more opportunities for reflection and improvement.

Local Interaction: Students' desire for more guided interactions with locals suggests expanding partnerships with local communities, educational institutions, and cultural organizations to provide structured opportunities for cultural exchange.

Overall Impact

The survey results demonstrate that the Greece program successfully transformed students' understanding of global citizenship from theoretical concepts to practical, applicable knowledge. Participants developed both the awareness and tools necessary to engage meaningfully in an interconnected world, with clear plans for applying their expanded worldview to professional, academic, and personal endeavors. The consistency of responses indicates the program created lasting change in how students view their global responsibilities and cross-cultural competencies.

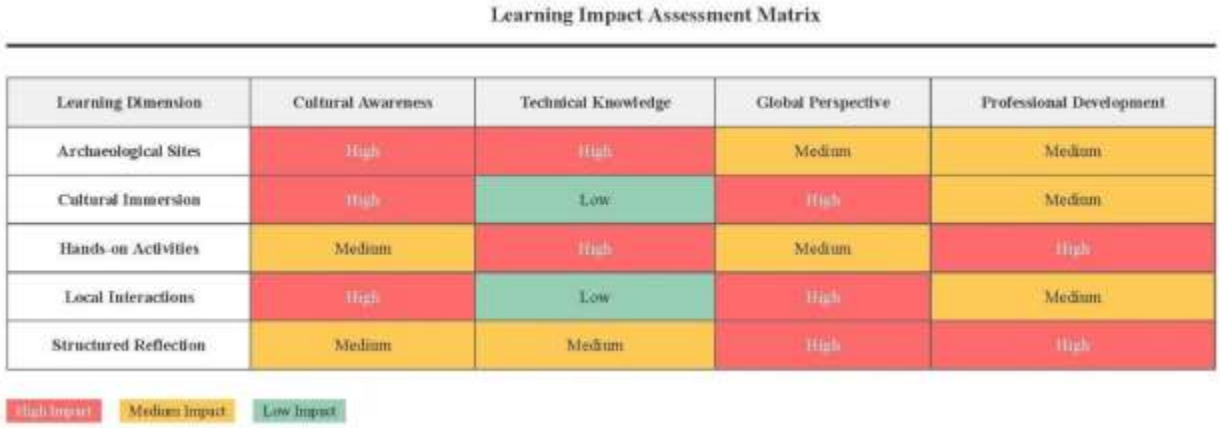

Figure 13: Learning Impact Assessment Matrix

Multi-dimensional evaluation matrix assessing program effectiveness across five core components (Archaeological Site Visits, Cultural Immersion Activities, Hands-On Experiential Learning, Guest Lectures and Expert Presentations, and Peer Interaction and Collaborative Learning) against four learning outcome dimensions (Knowledge Acquisition, Skill Development, Attitude Change, and Behavioral Intention). Matrix derived from qualitative analysis of student feedback regarding memorable experiences and learning impacts (N=14). Intensity or frequency of impact indicated by shading or numerical values, demonstrating which program elements most strongly influenced specific learning outcomes.

Conclusion

The Greece Dialogue of Civilizations program "Evolution of Scientific Thought and Technology Abroad" demonstrates the significant potential of well-designed international experiential learning programs to enhance student understanding of academic content while fostering global citizenship development. Through immersive cultural experiences, hands-on activities, and structured reflection, the program successfully connected ancient innovations to modern applications while broadening students' global perspectives.

The study findings highlight the importance of authentic cultural encounters, multi-sensory learning experiences, and explicit connections between historical and contemporary contexts in creating memorable and transformative educational experiences. Students demonstrated clear evidence of enhanced cultural awareness, professional perspective broadening, and commitment to applying global perspectives in their future endeavors.

The program's success suggests that international experiential learning programs can serve as powerful vehicles for preparing students for global citizenship and professional practice in an interconnected world. However, the study also identifies opportunities for enhancement, particularly in areas of academic structure, local community integration, and assessment methods.

As higher education institutions increasingly recognize the importance of global competency development, programs like the Greece Dialogue of Civilizations provide valuable models for integrating cultural immersion with academic learning objectives. The demonstrated impact on student learning and development supports continued investment in and refinement of international experiential learning opportunities.

Future research should focus on long-term impact assessment, comparative program analysis, and development of comprehensive evaluation frameworks that capture the multi-dimensional nature of international learning experiences. By continuing to study and improve these programs, educators can better prepare students for the challenges and opportunities of global citizenship and professional practice in an increasingly interconnected world.

The Greece program's success in combining archaeological exploration, technological innovation study, and cultural immersion provides a compelling model for institutions seeking to develop meaningful international learning experiences that prepare students for global engagement while deepening their understanding of their chosen fields of study.

Acknowledgment

I would like to sincerely thank my co-faculty member Professor Christos Zahopoulos, program assistant Romanos Poulis-Strader, as well as College Year in Athens (CYA) for their invaluable support in making this program such an engaging, enriching, and truly enhancing global educational experience.

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Appendix 1: Program description

Dialogue of Civilization

Evolution of Scientific Thought and Technology Abroad

Summer 1, 2025

GREECE

A Long History of Innovation and Creativity

Why Greece?
Throughout its history, Greek culture has been a source of innovation and creativity, stretching back to the ancient Greeks who left indelible marks in mathematics, astronomy, engineering, philosophy, literature, and art. Presently, this ethos endures, manifesting in Greece's dedicated attention to innovation and entrepreneurial endeavors. The moral and social responsibilities, deeply rooted in Greek culture, are also evident in their engineering approaches. Greek engineers exhibit an unwavering dedication to crafting technologies that prioritize sustainability, eco-friendliness, and holistic societal welfare.

When?
May 8 – June 11, 2025

Who is eligible?
For students across the entire University who wish to learn about Scientific Evolutions, Engineering, and Technical Innovations abroad, and who want to bring advancement and a better future to their communities.

Outcome:
Experimental and Interactive Global Learning Experience on Scientific Evolution and Technical Innovation.

Courses:
GE1210: Scientific Revolutions – Abroad
GE2310: Engineering and Technical Innovation – Aboard

Multiple Site Visits

Interactive and Experiential learning


The Acropolis


Delphi


Epidaurus

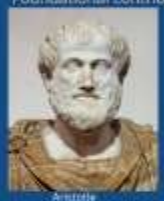

Mycenae

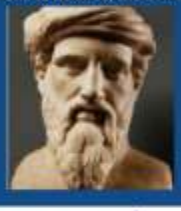

Minoa

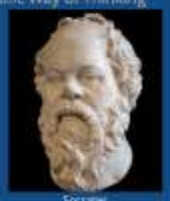

Palace of Knossos

Evolution of Scientific Ideas

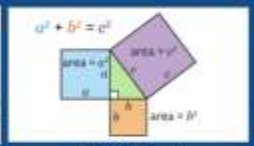
Foundational contributions to Science, the Scientific Way of Thinking


Aristotle




Socrates


Eureka



Pythagoras Theorem


Clepsydra Clock

Technological Achievements in Ancient Greece

First continuous clock, the first analog computer (The Antikythera Mechanism), the first steam engine (Hero's Machine), the first-hand water pump (Archimedes Screw), first mechanical robot, etc.


First Mechanical Robot, Ancient Greek Technology Museum


The Antikythera Mechanism

Social and Cultural Activities

Participate in an incredible Greek cultural immersion


Greek Classical Music


Greek Dance


Meteora


Thessaloniki


Olympia

The program aspires for students to experience the Scientific Revolutions and the Engineering and Technical Innovations initiated in Ancient Greece. It will make the connections between the history of science and scientific sites. Also, it will explore the engineering and technological principles behind major events and advances throughout history in an international context. It will investigate the significant technical innovations and their impact on the local culture. Students will study the evolution of scientific thought, and engineering and technological advances through visits to museums, archaeological sites, and observatories. These courses will benefit students of all disciplines. They will explore people's understanding of the natural world around them (natural phenomena, stars & and planets, motion, elements, magnetism, light, time, etc.) and the connections between science, technology, history, philosophy, and culture in Ancient Greece and the unique conditions that gave birth to the scientific way of thinking and technology and follow the evolution of some of these ideas to the present. Through guided visits to archeological sites and museums, students will learn how the people lived and the effect science and technology had had on their lives (medicine, architecture - public buildings, houses, and temples – education, arts, food, and energy use.

Led by
Prof. Christos Zahopoulos
Prof. Bala Maheswaran
College of Engineering, Northeastern University

Potential Archeological Site and Museum Visits

- Guided tour to the Archaeological Museum of Heraklion.
- Guided tour of the Archaeological site of Knossos, including the Minoan Palace.
- Guided tour to the Archaeological Museum in Santorini and the Ancient Housing site in Akrotiri.
- Guided tour of Mycenae & Epidaurus, including the Ancient Theater of Epidaurus.
- Guided tour of Ancient Olympia.
- Guided tour of the Archimedes' Museum in Olympia.
- Guided tour of the Archaeological Museum of Athens.
- Guided tour of the Acropolis.
- Guided visit to the Acropolis Museum.
- Guided tour of Aristotle's Lyceum & and Plato's Academy.
- Guided Tour of the Ancient Agora.
- Guided tour of the Museum of Ancient Greek Technology in Athens.
- Guided tour of Delphi and the Archaeological Museum at Delphi.
- Guided tour of the Archaeological Museum of Thessaloniki.
- Guided tour of Ancient Pella, the Capital of Ancient Macedonia.
- Guided tour of the archaeological site and the Archaeological Museum in Vergina.
- Guided excursion to Stagira, Aristotle's Birthplace

Appendix 2: Survey questions

1. Motivation and Goals: What were your primary motivations for participating in the Dialogue of Civilization Program?

2. **Academic Experience:** How would you rate the quality of the academic instruction you received during the program, including guest lectures, onsite presentations, and other forms of teaching?

3. **Cultural Experience:** To what extent did the program help you understand and appreciate the local culture?

4. **Intercultural Competence***: How confident are you in navigating cultural differences after interacting with Greek locals, faculty, and students?*

5. **Global Awareness**
To what extent has this experience increased your awareness of global interdependence and cross-cultural dynamics?

6. **Support Services:** How would you rate the support services provided by the program staff during your stay?

7. **Accommodation:** How satisfied were you with the accommodation provided during the program?

8. **Networking Opportunities:** Did the program provide you with valuable networking opportunities?

9. **Instructors:** The instructors are tolerant of different opinions expressed by students in class during the discussion of assignments, activities, and other content.

10. **Overall Satisfaction:** Overall, how satisfied are you with your experience in the Dialogue of Civilization Program?

11. **Most Memorable Experience:** What was your most memorable experience during the Dialogue of Civilization Program, and why did it leave such a lasting impression on you?

12. **Program Improvement Suggestions:** In what ways do you think the program could be enhanced to better support students both academically and culturally? What changes or modifications would you suggest for the Dialogue of Civilization program?

13. **Global Citizen:** How has your experience in Greece shaped your understanding of what it means to be a global citizen?

14. **Global Mindset:** In what ways do you see yourself applying the global mindset you developed in Greece to contribute to your community or the wider world?

15. **Additional:** Additional comments (optional):