BEST PRACTICES: AN OVERVIEW OF ACADEMIC CONSIDERATIONS WHEN WORKING WITH A PROVIDER

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Presenters

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Standards of Best Practice

- Standard 1: Mission and Goals
- Standard 2: Student Learning and Development
- Standard 3: Academic Framework
- Standard 4: Student Selection, Preparation, and Advising
- Standard 5: Student Code of Conduct and Disciplinary Measures
- Standard 6: Policies and Procedures
- Standard 7: Organizational and Program Resources
- Standard 8: Health, Safety, Security, and Risk Management
- Standard 9: Ethics
Focus on Forum Standards:

#2. Student Learning & Development

#3. Academic Framework
Session Objectives

• Understand the role and responsibilities of a program provider for faculty-led education abroad

• Learn about what faculty should expect from providers in regard to academic, travel and student support

• Understand how program providers can help ensure best practices and enhance opportunities for cultural engagement
STANDARD 2: STUDENT LEARNING & DEVELOPMENT

The organization’s mission, goals, and operations prioritize student learning and development.
Best Practices Checklist:

• Educational objectives remain central to program design and management.
• Regular evaluations are conducted to assess student learning and development.
• Organizations seek to create and maintain continuity with student learning and development on the home campus.
Sample Learning Outcome Categories

• Global Awareness
• Personal Growth
• Knowledge Acquisition
• Curiosity about other Cultures
• Skill Development
• Intercultural Competence
Intercultural Competence Defined

Process of communicating effectively and appropriately in a variety of cultural contexts; requires a culturally-sensitive knowledge base, a motivated mindset and a skills set.

Bennett & Bennett, 2000
Sample Student Learning Outcomes

• **1. Global Awareness**  -- As a result of participating in the Study Abroad program, the student will be able to contextually appreciate, analyze, and articulate awareness about the world and his/her place in it.

• **2. Personal Growth**  -- The student will be able to grow individually and personally from the experience, recognizing expanded intra-personal awareness.

• **3. Curiosity about other cultures**  -- Students will incorporate an interest in cultures other than their own into their lifelong learning.

Rosalind Raby, CCIE, 2014
Sample SLO’s

4. **Knowledge Acquisition** -- The student will incorporate specific cultural, geopolitical, economic, and social knowledge into academic and personal contexts.

5. **Skill Development** -- The student will develop skills to appreciate visual, historical and experiential cultural products of cultures different from the student’s own.

6. **Intercultural Sensitivity** -- As one consequence of participating in the Study Abroad program, the student will question and analyze the host culture resulting in less ethnocentric thoughts, attitudes and behavior.
STANDARD 3: ACADEMIC FRAMEWORK

The organization delivers academic content appropriate to its stated mission and goals, ensures adequate academic supervision and evaluation, and maintains clear and transparent academic policies.
Best Practice Checklist

• Curriculum supports the program’s stated goals and leverages the unique learning opportunities offered by the host context.

• Students’ academic work is adequately supervised and fairly evaluated by faculty with appropriate training and credentials.

• The organization’s policies and procedures related to evaluation, awarding of credit, grade appeals, research ethics, and academic integrity are clear and accessible.
Faculty-Led Program Pedagogy

• The blending of travel arrangements and programming with academic objectives
• Take into consideration:
  • Proximities
  • Prioritizing
  • Proposed travel
• How to engage with host culture?
Experiential Learning

- Not just experience alone
- Ongoing process
- Involves grasping concepts behind the facts
- Context is important: experience with real people and events
- Seek meaning from the activities and behavior
Process of Experiential Learning

Concrete Experience

Engaged Reflection

Behavior that utilizes the reflection, bringing about new ideas about issues, problem-solving, oneself & the world
Considerations for Pacing

• Balance overall itinerary or semester:
  o Types of activities
  o Group & individual time
  o Class time – Travel time – Free time

• Some group time (‘meetings’) allow for processing insights and answering questions

• Plan daily schedules to keep students focused and energized
On Progression.

• More support at the start
• Gradually and intentionally increase the level of expected independence and personal challenge
• Include an assignment with intentional challenge (e.g., go to grocery store; use public transportation)
• Watch for cultural overload and adjust accordingly
Being Resourceful

- Academic colleagues, universities
- Governmental organizations
- Museums & monuments
- Community Leaders
- Non-profits/non-governmental orgs
- Businesses
- Artists and small business owners
- Everyday encounters and ordinary people
Academic Support

• Collaborative program development
• Guidance and consultation in promotion & recruiting
• In-country resources – guest lectures, site visits, etc.
• Tailored to discipline
• Cultural program
• Unpaid internships or volunteer placements
• Classroom space
• Computer labs
Upon Returning to Campus

• Challenge and support students to further their learning of the world
• Options putting new knowledge into action?
  • Group project to impact campus
  • Awareness-raising of a cause, local or global
• Compare and contrast a local issue in a global context
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