

# ASSESSING STUDY ABROAD

*Theory, Tools, and Practice*

Edited by Victor Savicki and Elizabeth Brewer

Foreword by William W. Wines

Routledge

# Assessing Study Abroad Theory Tools And Practice

**Victor Savicki**



## **Assessing Study Abroad Theory Tools And Practice:**

**Assessing Study Abroad** Victor Savicki, Elizabeth Brewer, 2023-07-03 This book is intended to guide advisors administrators and faculty members engaged with study abroad who are concerned with answering the question what does study abroad achieve It will also inform the work of study abroad organizations as well as institutions receiving study abroad students Offering a broad based approach to assessment the book will appeal to those starting out However an array of case studies illustrating the often untidy process of implementation will equally appeal to those further along by offering creative and often simple approaches to common problems Following an account of how and why assessment in the field has evolved the first part of the book sets the stage for the reader to consider the role of mission and context in determining purpose goals and outcomes to identify and consult with stakeholders determine what data and expertise may already be available on campus match methods and tools to questions and create realistic plans to communicate findings and to act upon them The second part of the book offers an overview of appropriate tools and strategies for assessing study abroad emphasizing the importance of carefully formulating and prioritizing assessment questions and understanding the advantages and drawbacks of different instruments It describes an array of qualitative quantitative and mixed methods illustrating their application with examples of practice and concludes by outlining the process of putting a plan into action The book concludes with ten case studies that illustrate various approaches to planning experimentation and implementation some revealing false starts and lessons learned and all conveying the message that assessment is an iterative on going process that needs constant refinement The cases represent a wide variety of institutional and organizational types and demonstrate how each selected methods suited to their capacities and cultures

*Assessing Study Abroad* Victor Savicki, 2012 [Education Abroad and the Undergraduate Experience](#) Elizabeth Brewer, Anthony C. Ogden, 2023-07-03 Co published with This volume focuses on two questions First how can education abroad be embedded into undergraduate education so that students experience it as an integral component of their education and something they help shape rather than as time away from their education and as a commodity to be consumed Second how can colleges and universities maximize the educational value of education abroad by forging stronger connections between it and other undergraduate experiences The volume argues that learning abroad be positioned within the work of the larger institution and students overall education Organized within three sections this volume makes the case that learning abroad must be positioned within the work of the larger institution and students overall education In doing so it questions many current assumptions and stimulates thinking about the power of an integrative approach to education abroad to lead to lasting educative value An integrative approach requires that students be afforded multiple opportunities and ongoing support to draw connections with their learning abroad with other dimensions of their undergraduate education Chapters cover topics such as the additive value of integrating multiple HIPs with education abroad to span disciplinary boundaries and promote an array of soft or operational skills the importance of maintaining the

disruptive quality of the encounter with the foreign to enrich study at home issues of commodification and reciprocity increasing access to study abroad to community college particularly adult populations facilitating students social and intellectual development identity formation and reflective practice rethinking orientation programming to emphasize the continuity of learning pre during and post education abroad asking fundamental questions about the purpose of education abroad to rethink assessment and its purposes the faculty role in the internationalization of the curriculum and developing more intentional relationships with in field partners and international educational organizations to more effectively connect learning abroad with other dimensions of undergraduate education For everyone involved in international education whether SIOs faculty department chairs or deans the critical questions and new perspectives offered here will inform and shape the growing movement to integrate education abroad with the overall undergraduate experience

Passport to Change Susan Lee Pasquarelli, Robert A. Cole, Michael J. Tyson, 2023-07-03 There has been enormous growth in faculty led short term study abroad programs because they offer flexibility and expand opportunities for students and faculty members who wish to study and work abroad but do not have the resources or time to spend a semester or year away These experiential programs offer unique opportunities for university faculty to teach their disciplines abroad while engaging students in direct authentic cultural encounters for transformative change This volume provides a detailed framework and guidance on how to plan and implement a faculty led study abroad program Seasoned faculty leaders and administrators describe an overall program development process comprehensively identify the elements for designing the curriculum and offer advice and solutions to unique challenges inherent in various types of programs The contributors cover the logistics for managing program details at home and abroad provide advice on writing a university proposal creating a budget the marketing and recruitment of students handling abroad logistics and preparing students for the abroad experience all illustrated by examples drawn from their experiences Most importantly readers will come to understand the difference between experiences that are more touristic than scholarly and gain guidance on designing or redesigning their own programs to ensure academically sound culturally relevant curricula that complements the international field site The opening section sets the scene by describing the overall process of designing and delivering faculty led abroad programs from conception to implementation The core of the book is grounded in evidence based research for designing international curricula and syllabi and includes five case studies illustrating short term programs focused on interdisciplinary subject matter field study global service learning internship immersion and language and cultural study This practical guide concludes with faculty activities critical to a program s success marketing and recruiting students preparing teaching events for before during and after the abroad experience and formulating a plan to leave a small footprint abroad This book constitutes a handbook for college and university professors who plan to or already conduct short term study abroad programs as well as administrators and staff of global and international programs Contributors Bilge Gokhan Celik Robert A Cole Darla K Deardorff Candelas Gala Javier

Garcia GarridoDale LeavittRoxanne O ConnellSusan Lee PasquarelliMichele V PriceAutumn Quezada de Tavarez Victor Savicki Michael ScullyMichael TysonKerri Staroscik WarrenPaul Webb Brian WysorMin Zhou     **Study Abroad**

**Opportunities for Community College Students and Strategies for Global Learning** Malveaux, Gregory F.,Raby, Rosalind Latiner,2019-01-11 Community colleges serve more students than any other institutional type in the United States and internationalization is an inherent component of community colleges that advances student knowledge facilitates student success and serves the needs of local communities As most community college students do not enroll in four year institutions their only opportunity for international experience is while they are in community college Study Abroad Opportunities for Community College Students and Strategies for Global Learning provides innovative insights into international study and education abroad through community colleges while discussing the value of adding study abroad programs to two year institutions This publication examines community colleges contributions in a local society study abroad opportunities peacebuilding international education and risk management Designed for administrative professionals community college leaders educators academicians and researchers this 2020 CIES Study Abroad and International Students SIG Best Book in Higher Education second place winner covers topics centered on study abroad programs at diverse community colleges

**International Handbook of Emotions** Claude-Hélène Mayer,Elisabeth Vanderheiden,2025-05-10 Volume 2 of this two volume handbook extends the foundational understanding of emotional well being through the lens of positive psychology into the realms of cultural diversity societal impacts and the influence of technology This volume offers an in depth examination of the societal impact of emotions cultural interpretations and the emerging significance of digital and robotic interactions with emotions It encompasses a wide range of topics including the effects of global crises on emotional well being the role of art and literature in understanding emotions and the future of emotional intelligence in the age of digital technology Studies featured in this Volume 2 provide insight into emotional experiences across diverse cultures the resilience of immigrants and refugees and the psychological dynamics of collective behaviour alongside considerations of how technology is reshaping our emotional lives The volume stands as a critical academic resource enriching the discourse on the global and transcultural dimensions of emotional well being It highlights the pivotal role of cultural and technological considerations in advancing our understanding of emotions and sets a new benchmark for research and practice in the field Aimed at scholars researchers and practitioners in psychology cultural studies and technological innovation this volume also addresses educators policymakers and anyone with a keen interest in understanding the complex interplay between emotion culture and technology By bridging gaps between disciplines this volume fosters a more comprehensive and nuanced understanding of emotional well being across different cultural contexts and technological environments It prompts interdisciplinary dialogue offering evidence based insights for mental health practices educational strategies and policymaking Emotion science has progressed enormously in the last decade For those wishing to get insight into the depth

and breadth of this progress this is a terrific edited 2 volume overview brought together by two internationally recognised emotion researchers It takes a biopsychosocial approach exploring the multiple dimensions of emotion science and how it can be applied to many different aspects of human life from therapy through to the organisation of communities It will be a must have book for anyone interested in understanding the complexities of emotions Prof Paul Gilbert PhD FBPSS OBE Centre for Compassion Research and Training College of Health Psychology and Social Care University of Derby United Kingdom

The Handbook of International Higher Education Darla K. Deardorff, Hans de Wit, Betty Leask, Harvey Charles, 2023-07-03  
Co published with AIEA International higher education has evolved in some respects dramatically in the decade since publication of the first edition of this handbook The new issues trends practices and priorities of research that evolved over this time have in some instances been transformed by one of the most dynamic and tumultuous periods in the history of international higher education brought on by the pandemic a re emergence of nationalism and the recognition of the power imbalances between the developed economies and the global south and racial inequities within and across borders This new edition addresses the myriad changes across all aspects of international education each chapter addressing to the extent possible the reality of the present in which they were written and offering some insights for the future While updating a number of chapters from the first edition it also includes a preponderance of new chapters written by contributors representing wider and more diverse backgrounds In keeping with the first edition the overall message is that the internationalization of higher education has a vital role to play in a world that is more interconnected than ever before Recognizing changing economic geopolitical climatic and public health issues as well as the importance of international and cross cultural collaboration to address global problems this handbook offers a comprehensive range of models data and ideas to stimulate new directions in the conception and practice of international education This edition reflects today s concerns around inclusion diversity and equity and how international education is being changed by issues such as decolonization the focus on learning outcomes the impact of digital tools to enhance access and learning and collaboration such a virtual exchange competition for resources risk new patterns of mobility and new models such as joint programs and qualifications As with the first edition the chapters often intentionally pair scholars and practitioners from different parts of the world and include text boxes that highlight concrete institutional national or regional experiences providing diverse voices and perspectives from around the world This comprehensive new edition provides ideas concepts theories and practical ideas from around the world for those seeking to enhance the quality of the three core functions of higher education teaching research and service to society It constitutes an essential resource for everyone involved in the delivery of international education and in determining its future direction Summary of Contents Maintaining a similar structure of the first edition this revised Handbook is comprised of four sections The first section includes five chapters that address national regional and international frameworks and contexts The second addresses key aspects of internationalization at the strategy level

covering leadership institutional strategies outcomes assessment resources and financing risk management and institutional linkages and partnerships The third describes core functions of internationalization addressing intercultural competence development the internationalization of the curriculum teaching and learning virtual exchange international perspectives on the work of student affairs professionals student engagement engaging staff and faculty the internationalization of research and finally and a chapter on serving communities

The Global Classroom Jeffrey S. Lantis, Leigh A. Poole, 2025-08-06 The Global Classroom An Essential Guide to Study Abroad Second Edition is a unique international studies text that provides students and practitioners with valuable resources for success in education abroad The Global Classroom addresses the challenges and opportunities of study abroad by encouraging participants to think about their personal academic and professional goals during every step of the process Not only does it address different ways that study abroad has been re envisioned and strengthened in the post pandemic world it is also intentional in its design to speak to a variety of contemporary issues and concerns For example the book addresses many different audiences including appealing to historically marginalized groups about the value of study abroad and addressing the rights of LGBTQ individuals at home and abroad It explores how social media has changed how we navigate distance in education abroad and a new section offers resources for mental health at home and abroad Critically the book also offers practitioners an academic up to date core text for pre departure orientation programs and provides readers with tools to better link student preparation with considerations like safety risk management and response

International Higher Education's Scholar-Practitioners Bernhard Streitwieser, Anthony C. Ogden, 2016-03-01 The idea of the professional who bridges both research and practice has been largely overlooked and at times even disregarded by the academic and administrative structures that govern activity in higher education today In international higher education the number of students who now engage in mobility and exchange has expanded globally along with the administrative cadre that manages all facets of internationalization and the quickly growing scholarly attention to understanding the phenomenon In this process two distinct professional categories have emerged those who study it and those who do it the scholars and the practitioners Practitioners are seen as those who manage the daily logistical flow of students and personnel around the globe while scholars are seen as those who conduct research collect and analyze data and publish findings to inform improve and justify the activity Yet this dichotomy is overly simplistic outdated and excludes the large and growing class of hybrid scholar practitioners who now engage regularly in both kinds of activity It is this rapidly growing population of bridge builders that are profiled and discussed in this book through critical essays on the notion of the scholar practitioner and its implication for the further development of international higher education The chapters include detailed analyses from university faculty senior international officers and other high level administrators directors of research centers key leaders from influential professional associations and private organizations managers of study abroad and exchange and graduate students This book launches a much needed

dialogue about the perception and reality potential and promise of the scholar practitioner in higher education today It will be of relevance to a wide variety of readers from those within universities and organizations to those who are outside observers of higher education

**Learning Chinese in a Multilingual Space** Peiru Tong,Linda Tsung,2022-05-25 This book examines the benefits of an Australian in country study ICS in China programme and explores ways to maximise the short term ICS experience in a multilingual space The book employs an ecological perspective which has seldom been used to examine the study abroad context It emphasises the importance of the space itself as an arena of interaction belonging and power where conduct and modes of communication are often regulated by political authorities and societal expectations Specifically the book focuses on the following the extent to which the ICS facilitated interaction in different settings the way in which interaction during ICS contributed to language learning the degree in which the interaction during ICS contributed to culture learning and the role of identity in the learning process in the ICS The main argument of the book is that while the ICS promoted multilingual learning space for in class and out of class interactions which further facilitated language and culture learning to a great extent Australian students identities and self concepts also played a core mediating role throughout individual learning trajectories

*Building Internationalized Spaces* Estela Ene,Matthew Allen,Kyle McIntosh,2022-03-15 This volume contributes to emerging interdisciplinary conversations in higher education about how to refine internationalization in terms of praxis and how to coordinate curricular and pedagogical efforts to achieve meaningful learning outcomes for all students The chapters provide suggestions for how L2 specialists can reframe their work in their individual programs to help internationalize the entire university in ways that lead to improved learning outcomes for students at different points in their degree programs including Orientation programs early arrival on campus before classes start language center contexts support during studies volunteer programs for International Teaching Assistants ITA and undergraduate students and more

*Intercultural Learning in Language Education and Beyond* Troy McConachy,Irina Golubeva,Manuela Wagner,2022-04-12 This book provides a contemporary and critical examination of the theoretical and pedagogical impact of Michael Byram s pioneering work on intercultural communicative competence and intercultural citizenship within the field of language education and beyond The chapters address important theoretical and empirical work on the teaching learning and assessment of intercultural learning and highlight how individual language educators and communities of practice enact intercultural learning in locally appropriate ways The book offers comprehensive up to date and accessible knowledge for researchers teachers teacher trainers and students

**Faculty Service-Learning Guidebook** Christine M. Cress,Stephanie T. Stokamer,Thomas J. Van Cleave,Joyce P. Kaufman,2023-07-03 This is a practical guide to designing teaching and coordinating service learning courses and for developing reciprocal community partnerships and community based research through a lens of equity that addresses the endemic racial social economic and environmental disparities across society The text provides a comprehensive framework for developing both in person and on line service



learning with a chapter on virtual delivery of courses that integrates the principles and practices described throughout the book The authors uniquely integrate the how to of conducting service learning with the theoretical foundations to enact effective equitable and inclusive community engagement Given this moment of enormous social inequality and divisiveness the authors offer a new definition and set of educational principles that they characterize as Equity Centered Community Engagement Excellence These principles serve to guide academic and community engagement that is democratic recognizes the voice and expertise of community partners addresses the power imbalances between communities and academic institutions and develops an educational experience that is potentially transformative and promotes civic responsibility Informed by the literature of critical service learning critical race theory intercultural communication theory and social constructivism this book attempts to deconstruct the assumption of the preeminence of academic knowledge to reconstruct a new operational paradigm of equity centeredness that validates community capacity to guide faculty in their redesign of service learning curriculum activities collaborations and scholarship It is based on the principles of Student Agency demonstrated as enhanced skills knowledge and motivation Community Efficacy recognition of community assets and capacity building Scholarly Advocacy leveraging evidence based research based for equity centered learning serving and social justice The authors offer examples of syllabi lessons and assignments reflection questions evaluation rubrics as well as an array of teaching tips that illustrate strategies for use in the classroom and in the field The book is addressed to faculty embarking on service learning and to seasoned scholar practitioners looking for innovative ideas as well as to campus administrators who coordinate community outreach or college student volunteer services offering guidance on leveraging resources and fiscal support from external stakeholders It is also designed to serve as a resource for professional development workshops and faculty scholar learning communities It offers a rich compendium of ideas and examples from which faculty and practitioners can select exercises and elements to incorporate or adapt for their courses whether designing short term engagements or extended service learning programs

**Emerging Technologies for Education** Ting-Ting Wu, Rosella Gennari, Yueh-Min Huang, Haoran Xie, Yiwei Cao, 2017-02-17 This book constitutes the thoroughly refereed post workshop proceedings of the First International Symposium SETE 2016 held in conjunction with ICWL 2016 Rome Italy in October 2016 The 81 revised papers 59 full and 22 short ones were carefully reviewed and selected from 139 submission They cover latest findings in various areas such as emerging technologies for open access to education and learning emerging technologies supported personalized and adaptive learning emerging technologies support for intelligent tutoring emerging technologies support for game based and joyful learning emerging technologies of pedagogical issues emerging technologies for affective learning and emerging technologies for tangible learning

*Internationalisation of Higher Education for Sustainable Development*, 2025-07-03 This book is an essential resource for academics postgraduate students policymakers and higher education practitioners particularly those engaged in internationalisation sustainability curriculum

development and educational policy in the Global South It critically examines the intersection of globalisation and sustainable development within higher education offering theoretical insights and practical strategies Featuring contributions from leading scholars it explores themes such as Indigenous Knowledge Systems STEAM education inclusive pedagogy and curriculum reform By addressing the challenges and opportunities of internationalisation this volume provides a roadmap for fostering globally engaged yet locally responsive institutions that advance equity sustainability and innovation in Southern African higher education Contributors are Conilius Jaison Chagwiza Munyaradzi Chidarikire Pinias Chikuvadze Thuthukile Jita Theresia Joakim Kanyopa Fumane Portia Khanare Anne Faith Majoni Farirai P Matemavi Clareta Makuvire Albert Mufanechiya Edson Mudzamiri Samuel Mugijima Christopher Mutseekwa Samuel Nnadoziem Ndukuba Zezekwa Nicholas Peace Ginika Nwokedi Gladys Sunzuma Davira Tamuka Kudzayi Tarisayi Mamosa Thaanyane Mudavanhu Young and Joseph Zuva Study Abroad: Traditions and New Directions Miriam Fuchs, Sarita Rai, Yves Loiseau, 2019-03-01 Thanks to an

increasingly interconnected global economy the role of study abroad in twenty first century education has expanded Student participation continues to grow as disciplinary offerings broaden meanwhile programs face persistent challenges to maximize access strengthen language learning and multicultural awareness reduce research bias ensure funding and maintain safety and security Designed as a resource for use in creating and conducting courses and programs overseas Study Abroad Traditions and New Directions presents a diverse picture of options for study abroad Contributors experiences teaching in Asia Africa Europe the Caribbean and Central America inform analyses of global trends recommendations for enhanced learning and course models that can be adapted for a variety of programs and locations Essays discuss current policies procedures and formats including language immersion interdisciplinary studies mentored research professional training abroad service learning and institutional partnerships **People-Centered Approaches Toward the**

**Internationalization of Higher Education** Malfatti, Gabrielle, 2020-08-14 Traditionally internationalization efforts in higher education have been rooted in neo liberal transactional models that restrict or compromise the space for meaningful exchanges of socio cultural capital Recently researchers and practitioners in the international education field have taken issue with programming and practices in education abroad international student recruitment and internationalization of the curricula that perpetuate systems of imbalance fossilize prejudices adversely impact host communities abroad and limit student learning to the confines of the Western epistemological traditions As a result scholars and practitioners are creating new paradigms for engagement and exchange People Centered Approaches Toward the Internationalization of Higher Education is an essential scholarly publication that examines the praxis of internationalization in higher education with empirical research and relevant models of practice that approach the topic critically and responsibly The book innovates and re humanizes internationalization efforts including education abroad international recruitment international scholar and student services and internationalization of curriculum by focusing on the people and communities touched intentionally and

unintentionally by said efforts It is ideal for higher education faculty education professionals academic advisors academicians administrators curriculum designers researchers and students      *Resources in Education* ,2001-04      **Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources,2019-07-05 As the world becomes more globalized student populations in educational settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments educational institutions must develop curriculum policies and programs to aid in the progression of cultural acceptance and understanding Multicultural Instructional Design Concepts Methodologies Tools and Applications is a vital reference source for the latest research findings on inclusive curriculum development for multicultural learners It also examines the interaction between culture and learning in academic environments and the efforts to mediate it through various educational venues Highlighting a range of topics such as intercultural communication student diversity and language skills this multi volume book is ideally designed for educators professionals school administrators researchers and practitioners in the field of education      *The Routledge Handbook of Language and Intercultural Communication* Jane Jackson,2020-04-29 The Routledge Handbook of Language and Intercultural Communication provides a comprehensive historical survey of language and intercultural communication studies with a critical assessment of past and present theory research and practice as well as an insight into future directions Drawing on the expertise of leading scholars from different parts of the world this second edition offers updated chapters by returning authors and many new contributions on a broad range of topics including reflexivity and criticality translanguaging and social justice in relation to intercultural communication With an emphasis on contemporary critical perspectives this handbook showcases the varied range of issues perspectives and approaches that characterise this increasingly important field in today s globalised world Offering 34 chapters with examples from a variety of languages and international settings this handbook is an indispensable resource for students and scholars working in the fields of intercultural communication applied linguistics TESOL TEFL and communication studies

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