

## Education Abroad GE: Guidelines for Course Submission (revised C. Highley May 2, 2012)

### Goals:

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

### Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

Courses proposed for this component of the General Education (GE) should be designed with these Goals and Expected Learning Outcomes (ELO's) in mind. Courses will be reviewed by the ASCC in light of these goals and ELO's. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

### Proposals must include the following:

1. The appropriate Course Request Form via the [Course and Program Entry and Approval System](#) ([curriculum.osu.edu](#))
2. A GE Rationale that answers ~~specifically~~ the following questions:
  - a) How does this particular course promote ~~appreciation~~ recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?
  - b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?
  - c) In what ways is the academic content of this particular course enriched by the Education Abroad component of the course?
  - d) ~~What process is in place to allow students to reflect on how their time abroad has enriched their academic experience? (Please see part 3, below.)~~
3. A GE Assessment Plan is designed to explain how one will assess whether students are achieving the GE ELO's ~~over time~~. Successful Assessment Plans include the following:
  - a) As a direct measure of assessing how effectively students are meeting the Education Abroad ELO's, instructors are **required** to assign a student reflection paper at the end of the course. (see Appendix below for details). The instructor may choose to include this reflection paper as one of the assignments a student completes for his/her final grade.
  - b) Optional direct measures include embedded questions on exams, pre and post-tests, or particular essay assignments. Indirect assessment measures involve asking for students' perceptions of whether they have achieved the ELO's. Optional indirect measures include opinion surveys of students and student self-evaluations.
  - C) Explain the level of student achievement expected: What will you define as "success" in terms of student

achievement of Learning Outcomes. For example, for an embedded question, you might define “success” as a certain percentage of students answering the question correctly. For an essay, you might define success as particular average overall score based on a scoring rubric.

d) Describe your follow-up/feedback process: Once you collect the data on student achievement, how will you use this information to make course improvements? How will the information be archived?

4. A detailed rationale for the number of credit hours to count for GE credit.

5. A course syllabus (see [ASC Syllabus Template](#) pp. 10-11 in section IV.A.)

## **Appendix**

### **The Education Abroad Reflection Paper**

The one required part of every Assessment Plan is that students write a short reflection paper about how their Education Abroad experience met the GE Expected Learning Outcomes. The point of requiring a standard reflection paper in all GE Education Abroad courses is to help university committees evaluate the effectiveness of the Education Abroad Category as a whole. The reflection essay is designed to address all three of the Education Abroad ELO's.

Prompt:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Education Abroad Experience: 1. What key similarities, differences, and interconnections have you encountered between your host country/countries and the U.S. 2. How have you developed an ability to function effectively within your host country/countries? 3. Overall, how has your Education Abroad experience enriched your undergraduate education. Use concrete examples.

(A standard rubric for scoring this assignment is currently being developed for the Education Abroad category, and if you choose to use it you do not need to submit your own. If you choose to use your own rubric, please include it as part of the assessment plan).

## Education Abroad GE: Guidelines for Course Submission (original)

### Goals:

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### Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

*Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASCC in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.*

### Proposals must include the following:

1. The appropriate course request form via the [Course and Program Entry and Approval System \(curriculum.osu.edu\)](https://curriculum.osu.edu)
2. A GE rationale that answers specifically the following questions:
  - a) In what ways is the academic content of the course enriched by the education abroad component of the course?
  - b) What process is in place to allow students to reflect on how their time abroad has enriched their academic experience? (Please see part 3, below.)
  - c) How does the course promote appreciation of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?
  - d) What aspects of the course insure that the students learn how to function effectively within their host country/countries?
3. A GE assessment plan which explains how one will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. Successful assessment plans include the following:
  - a) Description of the specific methods you will use to demonstrate that the aggregate of your students are achieving the goals and expected learning outcomes of this/these GE category/categories. Thus, if you plan to use direct measures such as embedded questions on exams, pre and post-tests, or a particular essay assignment, provide some examples. If you plan on using indirect measures such as opinion surveys or student self-evaluations, give concrete examples as well.

As part of your assessment plan, and as one way to address point 2(b) above, we suggest that students write a short reflection paper about how their study abroad experience met GE learning outcomes. Such an assignment, if adopted by all study abroad GE courses, would provide a common mechanism for assessing all study abroad GE courses consistently. A sample assignment can be found below (see ADDENDUM). A standard rubric for scoring this assignment is currently being developed for the Education Abroad category, and if you choose to use it you do not need to submit your own. If you choose to use your own rubric, please include it as part of the assessment plan.

- b) Explanation of the level of student achievement expected: What will you define as “success” in terms of student achievement of learning outcomes. For example, for an embedded question, you might define “success” as a certain percentage of students answering the question correctly. For an essay, you might define success as particular average overall score based on a scoring rubric.
  - c) Description of follow-up/feedback process: Once you collect the data on student achievement, how will you use this information to make course improvements? How will the information be archived?
- 4. A detailed rationale for the number of credit hours to count for GE credit.
  - 5. A course syllabus (see [ASC Syllabus Template](#) pp. 10-11 in section IV.A.)

## **ADDENDUM: Education Abroad Reflection Paper Assignment as part of a Course Assessment Plan**

### **Rationale:**

Course Assessment plans include a variety of assessment tools, including direct measures of student learning outcomes (e.g., embedded testing) as well as indirect measures, such as asking for students’ perceptions of whether they have achieved stated learning outcomes. To facilitate the use of data for the assessment of courses across a given GE category, an assessment tool should be common to courses within the category, so that comparable data can be collected from different courses.

For Education Abroad, one way to establish a common assessment tool would be to require students to write a **reflection paper**. Below are examples of how a reflection paper assignment might be worded. However the assignment is worded, the point would be that all students would be asked to reflect upon and articulate whether and how they achieved one or more of the goals and learning outcomes of the Education Abroad Category. Thus, the reflection paper would serve a dual purpose. First, it would serve as a **part of** an instructor’s own course assessment plan (and could also function as a required assignment for the course). Second, reflection papers collected from all courses in the Education Abroad Category would provide a basis for university committees to evaluate the effectiveness of the Education Abroad Category as a whole.

As mentioned above, a standard scoring **rubric** is currently being developed.

### **Reflection Paper: Three possible prompts for the assignment (feel free to adapt or combine as needed):**

1. Please write a thoughtful two-page (double spaced, typed) paper reflecting upon and articulating similarities, differences, and interconnections between your host country/countries and the U.S. Use concrete examples.
2. Please write a thoughtful two-page (double spaced, typed) paper reflecting on how, through this particular education abroad experience, you developed an ability to function effectively within your host country/countries. Use concrete examples.
3. Please write a thoughtful two-page (double spaced, typed) paper reflecting on how your experience abroad enriched your academic experience at Ohio State. Use concrete examples.