

**From:** Grace Johnson [mailto:johnson.136@osu.edu]  
**Sent:** Wednesday, May 05, 2010 4:26 PM  
**To:** Hallihan, Kathleen  
**Cc:** Jeannie Bonner Simmons; Dieter Wanner; Esther Gottlieb  
**Subject:** Education Abroad Goals, Expected Learning Outcomes

Dear Kate,

Thank you for your e-mail in which you request information on Education Abroad goals in order to develop Expected Learning Outcomes for the new Gen Ed. For now and with your permission, I send you this unpolished response for your Friday deadline!

1. First, we would like to draw your attention to **It Takes an Entire Institution: A Blueprint for the Global University**. <http://oia.osu.edu/pdf/GlobalUniversityBlueprint.pdf> The author is Dr. William Brustein, our Vice Provost for Global Strategies and International Affairs. The article addresses the imperative for higher education institutions to graduate “globally competent students” who are prepared to engage successfully with today’s world. To fulfill that goal, higher education institutions are urged to pursue a comprehensive and systemic approach to campus internationalization . Of particular interest- and on page one- are four skills that form the foundation of global competence. By very definition, Education Abroad offers the opportunity for students to learn and develop these skills of global competency. The essential skills are:
  - Ability to work effectively in international settings
  - Awareness of and adaptability to diverse cultures, perceptions and approaches
  - Familiarity with the major currents of global change and the issues they raise
  - Capacity for effective communication across cultural and linguistic boundaries.

2. The BEVI Instrument from The Forum on Education Abroad  
<http://www.forumea.org/research-bevi.htm>

The Beliefs, Events, and Values Inventory (BEVI) is an instrument developed by Dr. Craig Shealy, Executive Director of IBAVI. Shealy describes the BEVI as "designed to assess a number of relevant processes and constructs including, but not limited to”:

- Basic openness;
  - Receptivity to different cultures, religions, and social practices;
  - The tendency to (or not to) stereotype in particular ways;
  - Self- and emotional awareness; and
  - Preferred strategies for making sense of why 'other' people and cultures ‘do what they do.’
3. The Forum on Education Abroad is an excellent resource for information on current literature on education abroad goals/ learning outcomes.  
<http://www.forumea.org/research-outcomes.cfm>
  4. Esther (still in China!) offers these resources:
    - Vande Berg, M. (2003). Rapporteur Report: Study Abroad and International Competence. Paper presented at the ‘Global Challenges and U.S. Higher Education’ conference, Duke University.

Retrieved from the web 16 February at

<http://www.duke.edu/web/cis/globalchallenges/pdf/vandeberg-rapp.pdf> d

- Study Abroad Learning Outcomes <http://www.marquette.edu/abroad/start/learning.shtml>
- 5. From the University of Minnesota:  
<http://umabroad.umn.edu/ci/docs/academicUnits/learningOutcomes.pdf>
- 6. Brewer, Elizabeth (2010). Connecting the Dots: Study Abroad...High Impact Learning  
<http://www.aacu.org/meetings/annualmeeting/AM10/documents/BrewerHandout.pdf>
- 7. <http://www.ciee.org/study/advisors/documents/essays/researchAgendaEssay.pdf> This is the website for the Council on International Educational Exchange. Again, a great resource for current literature on goals and outcomes for education abroad.

I will try to reach you by phone tomorrow to discuss if this addresses your needs for the time being. Please know that we will meet the May 15 deadline to send study abroad course information and other requested items to you.

Many thanks and best regards,

Grace

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