

Education Abroad Outcomes Ideas

From Jeannie Bonner Simmons' 5/5/10 email:

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.

From Section 2:

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.'

Marquette University – Study Abroad Learning Outcomes

Marquette's Office of International Education strongly emphasizes the importance of global understanding in today's increasingly interconnected world.

To enhance global understanding, OIE enrolls students in study abroad programs, where they expect the following learning outcomes:

Study Abroad Learning Outcomes

A Marquette Study Abroad participant will increase his/her ability to...

1. Appreciate others he/she encounters from different backgrounds.
2. Describe the basic structures of the society of the host country (government, economy and commerce, health care, education, social services, religion, etc.)
3. Recognize one's self and cultural context in relation to others.
4. Demonstrate a commitment to social responsibility in the global sphere.
5. Function effectively within a new environment or system.
6. Demonstrate a level of facility communicating with people from other ethnic and/or linguistic backgrounds.

First page of Brustein paper:

It Takes an Entire Institution: A Blueprint for the Global University

William Brustein

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Confronted with a world that is strikingly different from what it was just a decade ago, higher education faces rapidly shifting economic, political, and national security realities and challenges. To respond to these changes it is essential that our institutions of higher education graduate globally competent students, that is, students possessing a combination of critical thinking skills, technical expertise, and global awareness allowing them “not only to contribute to knowledge, but also to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world.”¹ For our students global competence is an indispensable qualification of global citizenship, that is, the ability to work cooperatively in seeking and implementing solutions to challenges of global significance, e.g., economic, technological, political, and environmental. Moreover, global competence is essential to our students as they enter an increasingly competitive global marketplace and to our nation as it addresses its global security needs. The skills that form the foundation of global competence include the 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; and the capacity for effective communication across cultural and linguistic boundaries. If are institutions of higher education are to be successful in equipping our students with the above-mentioned skills, they will need to pursue a comprehensive and a systemic approach to campus internationalization.

From: <http://www.forumea.org/documents/sabelements.pdf> (Position paper on “Study abroad program elements” at the Forum on Education Abroad)

We are comfortable stating that the presiding goal of study abroad, *la raison d'être* distinguishing it from study on the home campus, should be to present participants with a challenge—the emotional and intellectual challenge of direct, authentic cultural encounters and the guided reflection upon those encounters.

Saying this, we naturally distinguish between "culture-based" international education and what could be termed "knowledge transfer" study abroad. Taking form primarily in such areas as biology field study, scientific exchange, art history, and the study of technological applications, the knowledge transfer study targets a form of learning which, while taking place abroad, remains nevertheless distinct from the inter-culturalist perspective of culturebased study abroad.

From: <http://ducis.jhfc.duke.edu/archives/globalchallenges/pdf/vandeberg-rapp.pdf>
Rapporteur Report: “Study Abroad and International Competence” Session
Mick Vande Berg, 2/9/03

2. What are the proper goals of study abroad? The progress we made in acknowledging the difficulties of narrowly defining “study abroad” allowed us to come to a stronger consensus here: given the great diversity of student majors and program types, it no longer seems possible to speak in universal terms about study abroad goals. One participant noted that a three-week program designed for Mechanical Engineering students that took them to three different sites in three different countries, with the goal of providing them direct experience with the theory and practice of bridge building in eastern Europe, will certainly not include the learning of a second language as a learning goal, nor will it necessarily include intercultural learning as a goal. We did not reach complete consensus here: even while acknowledging the limitations of including intercultural learning as a goal for Engineering students enrolling in a short-term travel program, some participants still hoped that it would be possible to design a program in such a way as to allow students to make significant intercultural progress.