

EMBEDDED EDUCATION ABROAD FACULTY TOOLKIT

DEVELOPING AND IMPLEMENTING COURSE-EMBEDDED
FACULTY-LED INTERNATIONAL PROGRAMS

APRIL 2009

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RECREATION, PARK AND TOURISM MANAGEMENT TOURISM RESEARCH LABORATORY

The *Embedded Education Abroad Faculty Toolkit* was developed by the Department of Recreation, Park and Tourism Management's Tourism Research Lab of The Pennsylvania State University (Penn State).

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SCHREYER INSTITUTE FOR TEACHING EXCELLENCE

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The work received additional support from the University Office of Global Programs at Penn State. UOGP supports and encourages all members of the Penn State community to pursue a global perspective in their education and in their workplace. UOGP offers a comprehensive range of international and intercultural educational opportunities for University faculty, staff, and students.

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PENN STATE FACULTY & STAFF

This Toolkit was developed in collaboration with a number of supportive faculty and staff from five Penn State campuses. The Toolkit would not have been possible without their valuable time and insight.

Penn State, Abington
Penn State, Altoona
Penn State, DuBois
Penn State, Erie-Behrend
Penn State, University Park

INTRODUCTION

In recent years, there has been extraordinary growth in short-term, embedded education abroad programming. These programs are often referred to as *embedded programs*, or those *international undergraduate programs that include a brief experience abroad as a minor component of a course for which the substantive content is provided within the United States*¹. This generally includes short-term, usually faculty-led programs for which an international excursion is supplemental or embedded within an otherwise residential course.

Faculty are increasingly interested in embedding international experiences into their courses so as to leverage the international scope of the course content, to provide students with real-world learning opportunities, and to foster meaningful intellectual and intercultural experiences for their students. Faculty members recognize the need to graduate students who have first-hand experience and knowledge of the world beyond our nation's borders. Embedded programs are believed to be an effective way to further internationalize the curriculum and to provide students with academically engaging and culturally enriching, international experiences. Encouraging and enabling faculty may be a very powerful and appropriate way to facilitate international collaboration, generate new research initiatives and enhance the overall international outlook of the faculty.

Increasingly, universities provide faculty leaders with comprehensive administrative support, assistance with health, safety and security, and risk management oversight. As enrollment trends shift nationwide in favor of faculty-led programming, there is a new sense of urgency for international educators to work more closely with faculty to improve the overall academic quality of such short-term, education abroad experiences.

This Toolkit seeks to respond to this call. Specifically, the Toolkit offers teaching strategies with the goal to improve instructional quality and the overall student experience in embedded programs. The toolkit has been developed to be used primarily by faculty to aid in the development and implementation of embedded programs. The toolkit complements university administrative and logistical services by offering a portfolio of tested and applicable instructional strategies that leverage the embedded international travel component of these courses to optimize academic learning and the development of global citizenship.

The faculty toolkit is the first of its kind and aims to provide a much needed resource for faculty planning embedded education abroad programs. Over time, this toolkit will be updated and expanded through on-going faculty development and research. All tools are available electronically and may be edited as appropriate, though attribution of credit would be appreciated.

We hope you find this *Embedded Education Abroad Faculty Toolkit* helpful.

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ORGANIZATION GUIDE

The *Embedded Education Abroad Faculty Toolkit* has been designed with respect to two primary focus areas, *global citizenship* and *academic development*. Specific course objectives have been written for each focus area and are supported by an array of instructional tools that can either be integrated into course syllabi or facilitated as one-time activities. The Toolkit is further categorized by *phase of instruction*, *content thread* and *learning type*. Two indices have been developed to facilitate easy navigation of the Toolkit and cross-referencing of individual tools.

■ PRIMARY FOCUS AREAS

To further refine and extend the purpose, goals and objectives of embedded programming, the Toolkit has been developed and organized around two primary focus areas: *Global Citizenship* and *Academic Development*. Each focus area is sub-divided into interrelated domains with associated course objectives for each. Particular tools supporting each objective have been indicated, keeping in mind that a given tool can work toward multiple objectives.

■ PHASE OF INSTRUCTION

Recognizing that the international travel component can occur at any time during a residential course, tools have been developed and organized around three key phases of instruction: *Pre-Departure*, *In-Country* and *Post-Study Abroad*. It is important to note that particular tools can cross phases or can be revised to appropriately suit a particular phase.

■ CONTENT THREAD

The tools have been developed and organized around five broad-ranging content threads: *Communication*, *Utilization of Technology*, *Primary & Secondary Research*, *Experiential Learning*, and *Culture & Identity*. These threads have been chosen for their appropriateness to education abroad programming. Communication is inclusive of language learning and intercultural communication. Utilization of technology includes computer-assisted instruction as well as popular forms of on-line communication such as blogging. Primary or field research refers to collecting data in the international context through questionnaires, interviews or forms of ethnographic inquiry. These tools will typically involve supplemental secondary research. Experiential learning refers to those activities that involve experience and reflection, such as journaling and similar forms of analytical writing. Culture and identity is inclusive of activities relating to cultural learning and identity development.

■ LEARNING TYPE

Particular tools can either be integrated into course syllabi or facilitated as one-time activities. It is especially important in education abroad programming to be attentive to the interplay between formal, non-formal and informal learning and to develop and implement programs that respond to different learning situations. For the purposes of the Toolkit, the terms are concisely defined as follows:

1. *Formal Learning* is planned learning that derives from activities within a structured learning setting. It typically involves attending lectures, preparing coursework, engaging in seminar/tutorial discussions, etc.
2. *Non-Formal Learning* is a distinction in learning between formal and informal learning. It is learning that occurs in a formal learning environment, but that is not formally recognized within a curriculum or syllabus. It typically involves workshops, clubs, student organizations, etc.
3. *Informal Learning* is unstructured learning that derives from activities outside the formal learning and teaching settings. It has no curriculum and is not professionally organized, but is an ongoing process that occurs in its natural function as a tool for living and survival. Informal learning is likely most prevalent form of learning in an education abroad setting.

TOOLKIT INDEX BY FOCUS AREAS & COURSE OBJECTIVES

I. GLOBAL CITIZENSHIP

As education abroad takes on greater prominence in undergraduate education, its purpose is aligning with the goals of higher education. Given that more and more colleges and universities are integrating *global citizenship* as an essential element in the definition of an engaged campus, particular attention is turning to the role that education abroad can have in developing global citizens. Integration of such international experiences into the undergraduate curriculum is believed to be an effective way to motivate students to want to better understand global issues and to engage in behaviors that reflect the importance of being responsible citizens of the world.

For the purposes of this toolkit, global citizenship is understood as a multi-dimensional construct that entails three interrelated domains: *social responsibility*, *global competence* and *global civic engagement*. Each construct is explained below and is followed by objectives that can be written into course syllabi. Each objectives and is paired with corresponding tools.

A. SOCIAL RESPONSIBILITY. Perceived level of global interdependence and social concern to others, to society and to the environment.

COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1. Students evaluate social issues and identify instances and examples of global injustice and disparity.	7	All	Primary & Sec. Research	Formal
	16	All	Experiential Learning	Formal
	17	Pre-Departure	Culture & Identity	Formal
2. Students examine and respect diverse perspectives and construct an ethic of social service to address global and local issues.	13	In-Country, Post-Study Abroad	Primary & Sec. Research	Formal
	17	Pre-Departure	Culture & Identity	Formal
3. Students correlate local decisions and actions with global consequences of local behaviors and express their personal and professional responsibility to others.	7	All	Primary & Sec. Research	Formal
	13	In-Country, Post-Study Abroad	Primary & Sec. Research	Formal
	15	All	Primary & Sec. Research	Formal
	16	All	Experiential Learning	Formal

B. GLOBAL COMPETENCE. Having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's familiar environment.

COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1. Students recognize their own limitations and abilities to engage successfully in an intercultural encounter.	3	Pre-Departure, Post-Study Abroad	Culture & Identity	Informal
	6	All	Utilization of Technology	Formal
	18	Pre-Departure	Primary & Sec. Research	Informal

2.	Students demonstrate an array of intercultural communication skills. They engage successfully in intercultural encounters.	1	In-Country	Experiential Learning	Non-Formal
		3	Pre-Departure, Post-Study Abroad	Culture & Identity	Informal
		11	In-Country, Post-Study Abroad	Experiential Learning	Formal
		20	All	Culture & Identity	Formal
3.	Students discuss and interpret world issues and events.	4	In-Country	Experiential Learning	Non-Formal
		10	All	Primary & Sec. Research	Formal
		12	All	Utilization of Technology	Formal
		14	In-Country, Post-Study Abroad	Utilization of Technology	Formal
		19	Pre-Departure, Post-Study Abroad	Communication	Formal

- C. **GLOBAL CIVIC ENGAGEMENT.** Actions and/or predisposition toward recognizing local, state, national and global community issues and responding through actions such as volunteerism, political activism and community participation.

	COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1.	Students engage in or contribute to volunteer work or assistance in global civic organizations.	15	All	Primary & Sec. Research	Formal
		16	All	Experiential Learning	Formal
2.	Students construct their political voice by synthesizing their global knowledge and experiences in the public domain.	6	All	Utilization of Technology	Formal
		7	All	Primary & Sec. Research	Formal
		19	Pre-Departure, Post-Study Abroad	Communication	Formal
3.	Students will engage in purposeful behaviors that advance a global civic sensitivity.	15	All	Primary & Sec. Research	Formal
		17	Pre-Departure	Culture & Identity	Formal

II. ACADEMIC DEVELOPMENT

One of the most significant developments in education abroad today is the dramatic rise in the number of short-term, faculty-led programs being offered. Delivering an academic course within the context of an international program is quite different than doing so in the residential sense. It requires familiarity with the host culture and willingness on part of the professor to incorporate aspects of the host culture and student experiences as focus of the academic experience.

It is beyond the scope of this toolkit to offer tools for discipline-specific learning. Rather, academic development is broadly understood in relation to two interrelated domains: *academic self-concept* and *academic self-efficacy*. Each is briefly explained below and is followed by objectives that can be written into course syllabi. Each objective is paired with corresponding tools.

A. ACADEMIC SELF-CONCEPT

Perceptions of one's own academic abilities. Incorporates both cognitive and affective responses toward the self and is heavily influenced by social comparison.

COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1. Students locate and evaluate information and integrate knowledge from a variety of sources and fields.	5	In-Country, Post-Study Abroad	Experiential Learning	Formal
	10	All	Primary & Sec. Research	Formal
	12	All	Utilization of Technology	Formal
	19	Pre-Departure, Post-Study Abroad	Communication	Formal
2. Students gain knowledge, and exhibit analytical and organizational skills from peer learning and teamwork.	4	In-Country	Experiential Learning	Non-Formal
	13	In-Country, Post-Study Abroad	Primary & Sec. Research	Formal
	14	In-Country, Post-Study Abroad	Utilization of Technology	Formal
	15	All	Primary & Sec. Research	Formal

B. ACADEMIC SELF-EFFICACY

Concerns primarily the extent to which students believe they personally have the capabilities to exert control over their academic environment and their commitment and involvement to course work.

COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1. Students learn with a sense of purpose and develop self-determination and autonomy by correlating academic goals to their social goals.	2	All	Experiential Learning	Formal
	8	All	Culture & Identity	Formal
	12	All	Utilization of Technology	Formal
2. Students demonstrate a strong desire to achieve their social and academic goals by fully engaging in activity for the learning outcomes of the activity itself.	2	All	Experiential Learning	Formal
	9	In-Country, Post-Study Abroad	Communication	Formal
	13	In-Country, Post-Study Abroad	Primary & Sec. Research	Formal
3. Students explore adaptive alternatives when faced with difficulties to achieving their goals.	8	All	Culture & Identity	Formal
	18	Pre-Departure	Primary & Sec. Research	Informal

III. KEY REFERENCES

A. GLOBAL CITIZENSHIP

In spite of the wide acceptance of the idea of global citizenship, there is neither agreement about what it really means nor is there consensus on how to measure it. According to Bryant (2006), global citizenship calls for participatory action in alleviating local and global inequality and the capacity to affect the well-being of individuals and the long-term sustainability of the planet. Andrzejewski and Alessio (1999) define global citizenship as knowledge and skills for social and environmental justice. Dobson (2003) offers a view of global citizenship in which issues of justice, the environment, and civic obligations are key determinants. Key references on global citizenship include:

- Andrzejewski, J. & Alessio, J. (1999, Spring). "Education for Global Citizenship and Social Responsibility." *Progressive Perspectives: 1998-99 Monograph Series*. 1, 2.
- American Council on Education. (1998). Educating for Global Competence. Washington, D.C.
- Braskamp, L. (2008, September). "Developing Global Citizens". *Journal of College and Character*, 10, 1.
- Bryant, D. (2006). "The Everyone, Everywhere: Global Dimensions of Citizenship." In Bo. Holland & J. Meeropol (Eds.) A More Perfect Vision: The Future of Campus Engagement. Providence, RI: Campus Compact. [www.compact.org/20th/papers]
- Dobson, A. (2003). Citizenship and the Environment. Oxford, UK: Oxford University Press.
- Dower, N. & Williams, J. (Eds.) (2002). Global Citizenship: A Critical Introduction. New York, NY: Routledge.
- Flanagan, C., Syvertsen, A., Stout, M. (2007, May). "Civic Engagement Models: Tapping Adolescents' Civic Engagement." *Circle Working Paper 55*. The Center for Information & Research on Civic Learning and Engagement.
- Hunter, B., White, G. and Godbey, G. (2006, Fall). "What Does it Mean to Be Globally Competent?" *Journal of Studies in International Education*, 10, 3: 267-285.
- Noddings, N. (2005). Educating Citizens for Global Awareness. New York, NY: Teachers College Press.
- Paige, M., Stallman, E. & Josić, J. (May 27, 2008). "Study Abroad for Global Engagement: A Preliminary Report on the SAGE Research Project." NAFSA: Association of International Educators. Conference Presentation.
- Parekh, B. (2003). "Cosmopolitanism and Global Citizenship." *Review of International Studies*, 29(1): 3-17.

B. ACADEMIC DEVELOPMENT

It is beyond the scope of this study to measure discipline-specific learning. Academic development is understood as a multi-dimensional construct that entails two interrelated, but not necessarily interchangeable constructs: *academic self-concept* and *academic self-efficacy*. Key references on academic development include:

- Bandura, A. (1986). Social Foundations of Thought and Action. Englewood Cliffs, NJ: Prentice Hall.
- Bong, M., Clark, R. (1999, June). "Comparison Between Self-Concept and Self-Efficacy in Academic Motivation Research." *Educational Psychologist*. 34, 3: 139-153.
- Choi, N. (2005, January). "Self-Efficacy and Self-Concept as Predictors of College Students' Academic Performance." *Psychology in the Schools*, 42, 2: 197-205.
- Eachus, P. (1993). "Development of the Health Student Self-Efficacy Scale." *Perceptual and Motor Skills*, 77: 670.
- Gresham, F., Evans, S., Elliot, S. (1988). "Academic and Social Self-Efficacy Scale: Development and Initial Validation." *Journal of Psychoeducational Assessment*, 6: 125-138.
- House, J.D. (1992). "The Relationship Between Academic Self-Concept, Achievement-related Expectancies, and College Attrition." *Journal of College Student Development*, 33: 5-10.
- Reynolds, W. (1988). "Measurement of Academic Self-Concept in College Students." *Journal of Personality Assessment*. 52, 2: 223-240.
- Woodside, B., Wong, E., & Wiest, D. (1999). "The Effect of Student-Faculty Interaction on College Students' Academic Achievement and Self-Concept." *Education*. 119: 730-733.

TOOLKIT INDEX BY CONTENT THREAD

■ COMMUNICATION	PHASE	LEARNING
1. Intercultural Scavenger Hunt (#4)	In-Country	Non-Formal
2. Lost in Translation (#9)	In-Country, Post-Study Abroad	Formal
3. The Ethnographic Interview (#10)	All	Formal
4. Postcards From Abroad (#11)	In-Country, Post-Study Abroad	Formal
5. YouTube Ethnography Project (#12)	All	Formal
6. Global Panoramio (#14)	In-Country, Post-Study Abroad	Formal
7. Global News (#19)	Pre-Departure, Post-Study Abroad	Formal

■ UTILIZATION OF TECHNOLOGY	PHASE	LEARNING
1. My Experience in Pictures (#5)	All	Formal
2. Blog Abroad (#6)	All	Formal
3. YouTube Ethnography Project (#12)	All	Formal
4. Global Panoramio (#14)	In-Country, Post-Study Abroad	Formal

■ PRIMARY & SECONDARY RESEARCH	PHASE	LEARNING
1. Global Health Matters (#7)	All	Formal
2. The Ethnographic Interview (#10)	All	Formal
3. Global Learning Summaries (#13)	In-Country, Post-Study Abroad	Formal
4. Civic Action Scrapbook (#15)	All	Formal
5. Community Partners (#16)	All	Formal
6. Emergency Preparedness (#18)	Pre-Departure	Informal
7. Global News (#19)	Pre-Departure, Post-Study Abroad	Formal

■ EXPERIENTIAL LEARNING	PHASE	LEARNING
1. Culture Shock Absorber (#1)	In-Country	Non-Formal
2. Global Learning Contract (#2)	All	Formal
3. Intercultural Scavenger Hunt (#4)	In-Country	Non-Formal
4. My Experience in Pictures (#5)	All	Formal
5. Lost in Translation (#9)	In-Country, Post-Study Abroad	Formal
6. Postcards From Abroad (#11)	In-Country, Post-Study Abroad	Formal
7. Community Partners (#16)	All	Formal
8. A Taste of Culture (#20)	All	Formal
■ CULTURE & IDENTITY	PHASE	LEARNING
1. Culture Shock Absorber (#1)	In-Country	Non-Formal
2. U.S. American Identity Abroad (#3)	All	Informal
3. Intercultural Scavenger Hunt (#4)	In-Country	Non-Formal
4. Blog Abroad (#6)	All	Formal
5. Journaling Across Cultures (#8)	All	Formal
6. Global Learning Summaries (#13)	In-Country, Post-Study Abroad	Formal
7. My Ethic for Global Learning (#17)	Pre-Departure	Formal
8. A Taste of Culture (#20)	All	Formal

INDIVIDUAL TOOL STRUCTURE & EXPLANATION

The *Embedded Education Abroad Faculty Toolkit* has been initially developed with twenty tools designed for short-term, faculty-led education abroad courses. Each tool is explained in a one-page document (see example below). This document provides a brief description of the tool, noting its objectives, materials needed, and recommended method of evaluation. It is important to note that these tools have been developed independently of any academic discipline. As such, course professors should consider editing selected tools to more closely align with course objectives and the context of the international travel component.

Each tool is supported with a student handout and/or related instructional documents. While these documents have been prepared to be used as is, they can be easily adapted to suit the needs and goals of most embedded courses. Note that these documents provide a brief explanation of the method of evaluation, which may need to be revised accordingly.

TOOL TITLE							
<ul style="list-style-type: none"> ▪ NUMBER: 	<i>Each tool is numbered for easy reference.</i>						
<ul style="list-style-type: none"> ▪ PHASE(S): 	<i>Tools have been developed around three key phases of instruction: Pre-Departure, In-Country and Post-Study Abroad.</i>						
<ul style="list-style-type: none"> ▪ THREAD(S): 	<i>The tools have been developed around five broad-ranging content threads: Communication, Utilization of Technology, Primary & Secondary Research, Experiential Learning, and Culture & Identity.</i>						
<ul style="list-style-type: none"> ▪ LEARNING: 	<i>Tools have been organized by type of learning: formal, non-formal and informal learning.</i>						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 2px;">1.</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="text-align: center; padding: 2px;">2.</td> <td style="padding: 2px;"><i>Three objectives have been specified for each tool, which closely align with the primary focus areas of the Toolkit. These objectives have been written to be read from the student's point of view.</i></td> </tr> <tr> <td style="text-align: center; padding: 2px;">3.</td> <td style="padding: 2px;"></td> </tr> </table>	1.		2.	<i>Three objectives have been specified for each tool, which closely align with the primary focus areas of the Toolkit. These objectives have been written to be read from the student's point of view.</i>	3.	
1.							
2.	<i>Three objectives have been specified for each tool, which closely align with the primary focus areas of the Toolkit. These objectives have been written to be read from the student's point of view.</i>						
3.							
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	<i>This section provides a brief description of the overall assignment.</i>						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<i>This section provides instructional information for utilizing the tool. This section also offers optional suggestions for customizing the tool to a particular context. Note that the student handout (via Appendix) does not always align with these procedures.</i>						
<ul style="list-style-type: none"> ▪ EVALUATION: 	<i>This section provides recommendations for how to evaluate the assignment and suggestions for assigning course grade percentage. Note that the student handout may need to be edited for consistency.</i>						
<ul style="list-style-type: none"> ▪ MATERIALS: 	<i>Notes necessary handouts or supplementary materials.</i>						
<ul style="list-style-type: none"> ▪ TIME : 	<i>Notes amount of class time needed for assignment, not student time required.</i>						
<ul style="list-style-type: none"> ▪ SOURCE: 	<i>Refers to the primary developer of the tool. Additional sources may be indicated on the student handout.</i>						

TOOL ASSIGNMENT AND EVALUATION

GRADING & EVALUATION

Brief comments on evaluating assignments have been specified for each tool and a recommended grade proportional weighting has also been offered. Similar evaluation and grading information has been indicated on the student handout for each tool. These statements are brief and may require additional explanation and clarity.

For paper submissions, for example, it may be necessary to provide students with a grading rubric. The rubric should be written to specifically evaluate the outcomes being measured and provide clear evidence to students about grading criteria. If the rubric is explained to students when the assignment is given, they will have a better appreciation for what is valued most and how grades will be calculated. Beyond that, the rubric can help with student self-assessment, and peer review of work. A sample evaluation rubric is provided below.

SUBMISSION DEADLINES

At times, general guidance for when and in what format assignments should be submitted has been noted. However, specific submission deadlines must be clarified. As many tools require students to submit completed assignments in hard copy, be sure to allow enough time for grading and returning student work.

SAMPLE EVALUATION RUBRIC

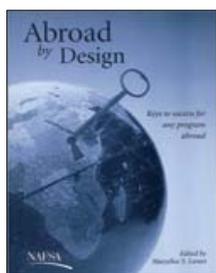
CRITERIA	EXCELLENT	GOOD/FAIR	NEEDS IMPROVEMENT/ FAILING
<i>Content</i>	Clear identification and discussion of a specific topic; student has clearly and effectively responded to the question	Oblique identification and discussion of topic; student makes reasonable attempt to address the question	Poor attempt at identifying and discussing topic and addressing question from prompt; paper lacks clear content and focus
<i>Logic & Flow</i>	Paper is very well-organized, well-written and there is clarity of prose	Paper is mostly well written and clear; few vague passages or unclear progression of thought	Paper is hard to follow, unclear, and poorly written; lack of coherent organization
<i>Analysis & Evidence</i>	Clear references and strong evidence in discussion and in support of the paper's analysis	Acceptable references and evidence in discussion and in support of the paper's analysis	Lacks clear references and evidence in discussion and in support of the paper's analysis; citations are incorrect or missing
<i>Spelling, Grammar, Punctuation, Proper use of APA style</i>	Zero to very few spelling, grammar or punctuation errors; excellent sentence and paragraph structuring; correct use of APA citation style	Few spelling, grammar, or punctuation errors present; some problems with sentence and paragraph structuring; consistent citation style, but not necessarily APA	Spelling, grammar, and punctuation errors common; poor sentence and paragraph structuring interfering with content of paper

Adapted by A. Ogden, 2009. Original source unknown.

NAFSA PUBLICATIONS

[<http://www.nafsa.org/publication.sec>]

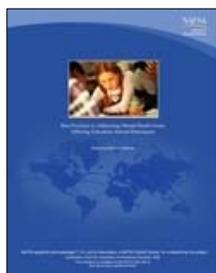
NAFSA: Association of International Educators has a long tradition of publishing books, monographs, and other works for international educators. Many titles are practical guides to specific aspects of daily work. Others share "big picture" thinking and offer food for thought. The following are particularly useful for program development and implementation.



Abroad by Design

By Maryélise Lamet

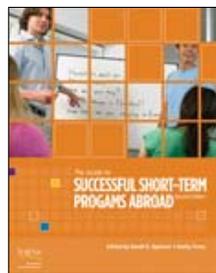
Discover the nuts and bolts of the study abroad program through a collection of model programs, sample budgets, health and safety guidelines, and institutional best practices representing colleges, universities, and organizations worldwide.



Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants

By Barbara Lindeman, Editor

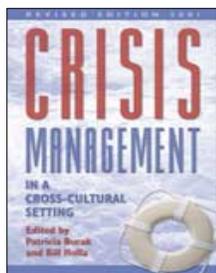
This e-Publication, available in PDF, provides education abroad professionals (located both in and outside the United States) with a better understanding of how to identify and help education abroad participants facing mental health challenges.



The Guide to Successful Short-Term Programs Abroad

By Sarah E. Spencer and Kathy Tuma

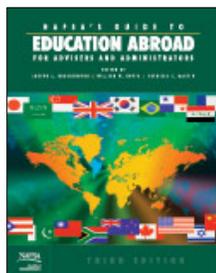
Designed as a practical guide for practitioners who direct and administer short-term programs. Readers can use the tools provided in the book to build successful short-term programs tailored to their own institutions. First considered as year-long, and then for a semester, they are now considered one-to-eight week programs (less than a term), usually faculty-directed and sponsored by a home institution. This book helps one build and maintain a successful short-term program.



Crisis Management in a Cross-Cultural Setting

By Patricia A. Burak and William W. Hoffa, Editors

An essential sourcebook, designed to prepare international educators and others to respond appropriately, expeditiously, and comprehensively to crises that befall students and scholars living and learning a long way from where they call 'home.' Its thesis is simple: advance planning and cross-cultural sensitivity can make all the difference.



NAFSA's Guide to Education Abroad for Advisers and Administrators, Third Edition

By Joseph L. Brockington, William W. Hoffa, Patricia C. Martin, Editors

Substantially revised and expanded, this new edition of the Guide has notably enhanced a book that was already regarded as indispensable by education abroad professionals. Extensive chapters on such topics as short-term programs, intercultural learning, underrepresented constituencies, and community colleges have been added. Three chapters deal with issues specific to overseas program direction.

ADDITIONAL RESOURCES

USEFUL WEBSITES

1. *Intercultural Activity Toolkit*, NAFSA: Association of International Educators
[www.nafsa.org]

This toolkit is a collection of intercultural activities that can be used with the goal of internationalizing the campus. Activity sizes range from person-to-person to campus-wide. There are large-budget activities and shoestring-budget activities.

2. *Global Scholar*, Global Scholar Online Courses
[<http://globalscholar.us>]

The intention of the Global Scholar Online Courses, developed by The Center for Global Education at Loyola Marymount University, is to introduce students to the opportunities and challenges inherent in participating in study abroad programs. These courses include information from students who have studied abroad, the staff who work with them in the U.S. and abroad, faculty who teach students abroad, and researchers in the field who have developed materials to help students through the process.

3. *All Abroad: Helping All Students to Study Abroad*
[<http://allabroad.us>]

This site was created as a resource for students, parents, faculty, and administrators interested in study abroad. In it, you will find answers to common questions about study abroad given by our experienced mentors, including study abroad administrators, counselors, former study abroad students, and parents.

4. *What's Up With Culture?* NAFSA: Association of International Educators
[www.pacific.edu/sis/culture]

This resource guide for study abroad is organized around materials collected and developed over 30 years of offering cross-cultural training courses at the University of the Pacific, specifically the linked orientation and reentry courses of the School of International Studies (SIS).

5. *Culture Matters*, Peace Corps
[<http://www.peacecorps.gov/www/educators/enrichment/culturematters/index.html>]

Culture Matter's, Peace Corps' cross-cultural training workbook, was developed to train new Peace Corps Volunteers to enter new cultures with understanding and respect. While this web-based version of Culture Matters is written as if addressed to a new volunteer, professors can easily adapt the language and activities to strengthen cultural understanding in their classrooms.

USEFUL PUBLICATIONS

1. *52 Activities for Exploring Value Differences*, 2003. Donna M. Stringer & Patricia A. Cassidy.
2. *Educating Global Citizens in Colleges and Universities: Challenges and Opportunities*, 2008. Peter N. Stearns.
3. *Experiential Activities for Intercultural Learning*, 1996. H. Ned Seelye, Ed.
4. *Mapping Internationalization on U.S. Campus*, 2008 Edition. The American Council on Education
5. *Maximizing Study Abroad: A Program Professionals' Guide to Strategies for Language and Culture Learning and Use*, 2006 R. Michael Paige, et al.
6. *Understanding the Education and Through it the Culture in Education Abroad*, 2002. Linda A. Chisholm and Howard A. Berry.

FREQUENTLY ASKED QUESTIONS

Q: *Have the tools been used before?*

A: The Toolkit was developed as part of a *Teaching Support Grant* through the Schreyer Institute for Teaching Excellence and co-sponsored by the University Office of Global Programs at Pennsylvania State University. The tools were developed in cooperation with Penn State faculty from a range of disciplines and experience in international education. Tools were piloted during the 2008-09 academic year and adjustments made accordingly.

Q: *What are the primary focus areas?*

A: To further refine and extend the purpose, goals and objectives of embedded programming, the Toolkit has been developed and organized around two primary focus areas: *Global Citizenship* and *Academic Development*. Global citizenship is understood as a multi-dimensional construct that entails three interrelated domains: *social responsibility*, *global competence* and *global civic engagement*. Academic development is broadly understood in relation to two interrelated domains: *academic self-concept* and *academic self-efficacy*.

Q: *How were the primary focus areas chosen?*

A: Given that more and more colleges and universities are integrating global citizenship as an essential element in the definition of an engaged campus, attention is turning to the role that education abroad can have in developing *global citizens*. In cooperation with the Schreyer Institute for Teaching Excellence and in reference to an emerging literature on outcomes assessment, the primary focus areas were deemed essential to underpinning the Toolkit.

Q: *Are the course objectives in the index different from the objectives on each tool?*

A: The Toolkit has been developed and organized around two primary focus areas: *Global Citizenship* and *Academic Development*. Each focus area is sub-divided into interrelated domains with associated course objectives. Particular tools supporting each objective have been noted, though a given tool may target multiple objectives. Objectives have also been specified for each tool and have been written to be read from the student's point of view.

Q: *How do I choose a particular tool?*

A: Two indices have been developed to help with locating a particular tool. The first organizes the tools by primary focus area and objective. The second organizes the tools by content thread. Course professors should select tools that closely align with individual course objectives and the context of the international travel component.

Q: *Can I edit a tool for my particular class?*

A: Course professors are free edit selected tools to their specific course objectives and academic discipline. Each tool is supported with a student handout and/or related instructional documents. While these documents have been prepared to be used as is, they can be easily adapted to suit the needs and goals of most embedded courses.

Q: *Are the tools discipline specific?*

A: Tools have been developed independently of any academic discipline. As such, course professors are free to edit selected tools to the specific course objectives and academic discipline.

Q: *What do the threads mean?*

A: The tools have been developed and organized around five broad content threads: *Communication*, *Utilization of Technology*, *Primary & Secondary Research*, *Experiential Learning*, and *Culture & Identity*. These threads have been chosen for their appropriateness to education abroad programming. In some cases, individual tools may involve multiple threads, but only one primary thread has been indicated on each tool.

Q: *What does learning type mean?*

A: The Toolkit consists of a range of tools from those that are facilitated in structured learning environments to tools that are positioned outside formal learning and teaching settings. Tools may be written into course syllabi to be implemented over the duration of a course or facilitated as one-time activities. It is especially important in education abroad programming to be attentive to the interplay between formal, non-formal and informal learning and to develop and implement courses that respond to different learning situations.

TOOLS (1-20)

Tool 1	Culture Shock Absorber	17
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Tool 20	A Taste of Culture	36

CULTURE SHOCK ABSORBER

▪ NUMBER:	1						
▪ PHASE(S):	In-Country						
▪ THREAD(S):	Experiential Learning						
▪ LEARNING:	Non-formal						
▪ OBJECTIVES:	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%;">1.</td> <td>To develop greater awareness of multiple perspectives on intercultural encounters.</td> </tr> <tr> <td>2.</td> <td>To recognize the various categories of automated thoughts and identify one's own style of reacting to intercultural differences.</td> </tr> <tr> <td>3.</td> <td>To moderate group openness to actively learning about culture-specific patterns of interpersonal interactions.</td> </tr> </table>	1.	To develop greater awareness of multiple perspectives on intercultural encounters.	2.	To recognize the various categories of automated thoughts and identify one's own style of reacting to intercultural differences.	3.	To moderate group openness to actively learning about culture-specific patterns of interpersonal interactions.
1.	To develop greater awareness of multiple perspectives on intercultural encounters.						
2.	To recognize the various categories of automated thoughts and identify one's own style of reacting to intercultural differences.						
3.	To moderate group openness to actively learning about culture-specific patterns of interpersonal interactions.						
▪ DESCRIPTION:	<p>This tool is to be facilitated by the course professor as a group activity and preferably mid-way into the international experience. This highly participative activity focuses on facilitating an eight-step process in which students reflect on unpleasant or perplexing encounters with the host culture. In doing so, students begin to understand their reactions to complex intercultural experiences and to identify various styles or categories for describing immediate reactions to difference. Such group sharing and reflection can begin the process of collectively seeking to understand cultural differences and intercultural encounters.</p>						
▪ PROCEDURES:	<ol style="list-style-type: none"> 1. Begin by asking students to think of an event that led to an unpleasant emotional reaction or perplexing encounter with the host culture. (This encounter does not necessarily have to involve host nationals.) Ask one or two students to describe an encounter to the larger group, but be prepared to share one of your own to get the discussion started. It is important to position this tool at the outset as a culture learning activity while maintaining a respectful and nonjudgmental posture toward the host culture. 2. Introduce the classification categories for automatic thoughts. Have students provide culture-specific examples of each (see Appendix 1). 3. Using the 3 pg. handout, give students approximately 10-15 minutes to work through the eight-step process. This can be done individually or in pairs. The course professor should facilitate a group debriefing of the eight steps with 2-3 examples (preferably using student experiences). Be open to expanding the discussion to include historical, social, political, anthropological themes and so forth. 4. Summarize the activity by emphasizing the need to reflect on intercultural encounters from multiple perspectives. Recommend that students refer to other sources for interpreting their experiences (e.g., host nationals, courses professor, and relevant literature). Not having an accurate interpretation and reflection on cultural experiences can lead to misunderstandings, the perpetuation of stereotypes and a failure to learn about the host culture. 						
▪ EVALUATION:	<p>Evaluation not needed. The activity might also be used as a part of a larger, graded assignment in which students are asked to engage in a more rigorous, reflective cultural learning process. This could also be used as one component of a larger, course portfolio.</p>						
▪ MATERIALS:	Handout, 3 pages (see Appendix 1)						
▪ TIME :	Approximately 1 hour depending on group size (in-country)						
▪ SOURCE:	Adapted by A. Ogden, 2009. Original source unknown.						

GLOBAL LEARNING CONTRACT

<ul style="list-style-type: none"> ▪ NUMBER: 	2						
<ul style="list-style-type: none"> ▪ PHASE(S): 	Pre-Departure, In-Country & Post-Study Abroad.						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Experiential Learning						
<ul style="list-style-type: none"> ▪ LEARNING: 	Formal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To develop and carry out an individualized learning plan.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To be more responsible, independent and directed in your learning.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To generate a statement on what it means to be a global citizen and to engage in a self-reflective process toward becoming a global citizen.</td> </tr> </table>	1.	To develop and carry out an individualized learning plan.	2.	To be more responsible, independent and directed in your learning.	3.	To generate a statement on what it means to be a global citizen and to engage in a self-reflective process toward becoming a global citizen.
1.	To develop and carry out an individualized learning plan.						
2.	To be more responsible, independent and directed in your learning.						
3.	To generate a statement on what it means to be a global citizen and to engage in a self-reflective process toward becoming a global citizen.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	<p>When given the opportunity to develop a learning contract, students can become more responsible and directed in their learning and potentially more enthusiastic about a specific course. This tool provides professors with a basic contract format that is preferably negotiated at the start of the course and prior to the international travel component. The learning contract has been organized around the two primary focus areas: <i>Global Citizenship</i> and <i>Enhanced Academic Achievement</i>. Specific objectives can be tailored to a particular discipline and destination.</p>						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. To be written into the course syllabus, each student is to develop a detailed <i>Global Learning Contract</i> with regard to the overall course, including the international travel component. If possible, allot class time to discuss developing the learning contract. Brainstorm possible learning objectives. 2. Within three weeks of the start of the course, students should meet individually with the course professor to discuss the learning contract. It is important to ensure that the student has determined realistic and achievable objectives that are supported by specific methods that will be followed. During this initial meeting, briefly discuss the student's statement on what it means to be a global citizen. 3. As there are likely necessary changes to be made following the initial meeting, give students one week to submit the final learning contract. Both course professor and student should sign this document and keep a copy on file. It may be helpful to periodically connect with individual students to discuss their progress. 4. Specify a date for the final documentation to be submitted. If time allows, it may be useful for students to share their objectives as part of a classroom discussion. 5. A useful resource is "Some Guidelines for Using Learning Contracts." in <i>Training Know How for Cross Cultural and Diversity Trainers</i> by L. Robert Kohl, 1995. 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	<p>The learning contract is to be submitted in two phases. 1. Students submit the signed learning contract within three weeks of the start of the course. 2. By a specified date toward the end of the course, the students are to submit, a.) a reflection on the progress made toward each learning objective, and b.) a one-page revision of that statement of their statement on what it means to be a global citizen and their self-assessment based on this statement. Students should not be evaluated on whether or not they've achieved their goals, but on the effort toward realizing them.</p>						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Handout, 5 pages (see Appendix 2)						
<ul style="list-style-type: none"> ▪ TIME : 	Approximately 30-40 minutes required for explanation of assignment (pre-departure). Additional time needed for individual meetings with students.						
<ul style="list-style-type: none"> ▪ SOURCE: 	A. Ogden, 2009.						

U.S. AMERICAN IDENTITY ABROAD

<ul style="list-style-type: none"> ▪ NUMBER: 	3						
<ul style="list-style-type: none"> ▪ PHASE(S): 	Pre-Departure, Post-Study Abroad						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Culture & Identity						
<ul style="list-style-type: none"> ▪ LEARNING: 	Informal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To differentiate between stereotypes and generalizations and how stereotypes impact intercultural learning.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To reflect on how U.S. Americans are perceived internationally, both positively and negatively.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To explore ways to dispel misperceptions and combat negative stereotypes of U.S. Americans.</td> </tr> </table>	1.	To differentiate between stereotypes and generalizations and how stereotypes impact intercultural learning.	2.	To reflect on how U.S. Americans are perceived internationally, both positively and negatively.	3.	To explore ways to dispel misperceptions and combat negative stereotypes of U.S. Americans.
1.	To differentiate between stereotypes and generalizations and how stereotypes impact intercultural learning.						
2.	To reflect on how U.S. Americans are perceived internationally, both positively and negatively.						
3.	To explore ways to dispel misperceptions and combat negative stereotypes of U.S. Americans.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	As students travel and study abroad, they encounter a range of positive and negative stereotypes of U.S. Americans. This tool begins the process of understanding stereotypes and generalizations and how preconceived notions of a culture group can impact intercultural encounters. Through class discussions and an optional assignment, students explore ways to dispel misperceptions and combat negative stereotypes of U.S. Americans.						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. <i>Initial Brainstorming.</i> Begin by asking students to individually generate two lists. The first should list characteristics frequently associated with those in the international destination. The second should list characteristics frequently associated with U.S. Americans. (Clarify the convention of using “U.S. American” versus “American”.) Once students have a few items for each list, ask them to share their lists with the class. Write up a master list on the blackboard so that all can observe emerging commonalities. Invite students to share their reactions to the two lists, whether they agree or disagree with them and the extent to which the characteristics are applicable to themselves and their family and friends. 2. <i>Differentiate Stereotypes & Generalizations.</i> Reviewing the two lists, differentiate between stereotypes and generalizations. Facilitate a discussion of how and why stereotypes emerge, emphasizing that if students consider only stereotypes when learning about a culture, they limit their understanding of the host culture. Clarify that generalizing can also be based on incomplete or false information, but that it involves constantly testing and revising ideas while searching for general patterns in the culture. One never assumes that every person will act in the same way. 3. <i>Understanding & Dispelling Misperceptions.</i> Expand the discussion to how stereotypes can impact students’ intercultural encounters while abroad. Discuss how their “identity as an American” may influence how they will be treated in the host country, both positively and negatively. Then, brainstorm ways to dispel misperceptions or combat negative stereotypes held abroad of U.S. Americans (e.g., distinguishing between constructive and obstructive criticism, demonstrating consideration for local customs/dress, learning/speaking the language, etc). 4. <i>Optional Assignment.</i> Part One: Have students submit a 1-2 page reflective essay answering the question: How might you go about discovering how people in the host culture would like to be treated? Part Two: Upon return, have students submit a 2-3 page reflective essay on how their attitudes toward the U.S. and the host country changed as a result of the international experience. Or for greater difficulty consider, “The Decline in America’s Reputation: Is it our Values or our Policies?” 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	The optional assignment could count for 10% of the overall course grade – 5% for each reflective essay. Students should be assessed on the completeness and thoroughness of their writing.						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Handout, 2 pages (see Appendix 3)						
<ul style="list-style-type: none"> ▪ TIME : 	Approximately 1 hour (pre-departure). Allow more time if optional assignment is made.						
<ul style="list-style-type: none"> ▪ SOURCE: 	Adapted by S. Knell & A. Ogden, 2009 from Paige, R. et al (2006) <i>Maximizing Study Abroad</i> (2 nd Ed.). Minneapolis, MN: University of Minnesota.						

INTERCULTURAL SCAVENGER HUNT

▪ NUMBER:	4						
▪ PHASE(S):	In-Country						
▪ THREAD(S):	Experiential Learning						
▪ LEARNING:	Non-formal						
▪ OBJECTIVES:	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%;">1.</td> <td>To jumpstart the cultural integration process by building confidence in navigating the local community.</td> </tr> <tr> <td>2.</td> <td>To develop intercultural communication skills and recognize personal barriers to rewarding intercultural encounters.</td> </tr> <tr> <td>3.</td> <td>To foster among your cohorts an atmosphere of mutual respect and encouragement toward intercultural learning and engagement.</td> </tr> </table>	1.	To jumpstart the cultural integration process by building confidence in navigating the local community.	2.	To develop intercultural communication skills and recognize personal barriers to rewarding intercultural encounters.	3.	To foster among your cohorts an atmosphere of mutual respect and encouragement toward intercultural learning and engagement.
1.	To jumpstart the cultural integration process by building confidence in navigating the local community.						
2.	To develop intercultural communication skills and recognize personal barriers to rewarding intercultural encounters.						
3.	To foster among your cohorts an atmosphere of mutual respect and encouragement toward intercultural learning and engagement.						
▪ DESCRIPTION:	The scavenger hunt is an experiential learning opportunity that is ideally facilitated as part of an arrival orientation. Working in small groups, students must engage the local community in an attempt to learn about the host culture and its social organization. Students are assigned five tasks, which they must complete in a high-paced, competitive environment. In doing so, students must use the local language (as needed) and rely on shared knowledge of the local community and expanded approaches to information gathering. Group experiences are subsequently shared in a “Show-n-Tell” presentation format.						
▪ PROCEDURES:	<ol style="list-style-type: none"> 1. Form groups of 3-5 students, depending on class size. Explain the rules of the scavenger hunt and the geographic parameters for the local site. Each group should draw at random a scavenger hunt focus area (see Appendix 4). Brainstorm culturally appropriate ways to gather assigned information. If students will be using local transportation, it may be necessary to review emergency protocols. 2. Allow students approximately 3 hours to complete the tasks. Information must be gathered from primary sources, such as through interviews, observations, documents (i.e., newspapers, flyers, etc). Internet use should be discouraged. Establish a time and location for all groups to rendezvous. 3. Allow groups approximately 45-60 minutes to prepare a show-n-tell presentation, and up to 10-15 minutes for each group presentation. The presentations should include an initial response to each of the five tasks as assigned followed by a brief presentation of something that the group found interesting, puzzling, confusing, or an otherwise significant occurrence during the scavenger hunt. The presentations can be delivered in the form of a narrative, a skit, a slideshow, etc. Allow time for discussion of each presentation. 4. After the presentations, facilitate a discussion of the scavenger hunt, giving particular attention to when students relied on preexisting ideas about the local community rather than on what they learned during the scavenger hunt. Discuss what students learned and how this knowledge can better inform their experiences in the local community. Discuss potential barriers to intercultural learning (i.e., time, language, gender role expectations, etc.). 						
▪ EVALUATION:	Grading is unnecessary. It may work best as a group-oriented, competitive activity facilitated as part of an arrival orientation. Each of the five tasks could be allotted up to two points with two bonus points for outstanding show-n-tell presentations, for a maximum total of 12pts. The group with the highest number of points wins. If appropriate, a prize or special privileges could be awarded to the winning group. For more fun, award an honorable mention prize for a particularly creative approach taken during the scavenger hunt.						
▪ MATERIALS:	Handout (see Appendix 4)						
▪ TIME :	Half-day minimum, but preferably three hours for the scavenger hunt and 1-2 hours for presentations, discussion and awards (in-country)						
▪ SOURCE:	Adapted by L. Usher and A. Ogden, 2009 from Peace Corps training materials.						

MY EXPERIENCE IN PICTURES

■ NUMBER:	5						
■ PHASE(S):	In-Country, Post-Study Abroad						
■ THREAD(S):	Experiential Learning						
■ LEARNING:	Formal						
■ OBJECTIVES:	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To analyze and interpret local culture through the medium of photography.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To investigate a particular global issue or topic central to the course and of personal interest.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To become a more careful and astute observer and to engage in conscientious reflection of one's intercultural experiences.</td> </tr> </table>	1.	To analyze and interpret local culture through the medium of photography.	2.	To investigate a particular global issue or topic central to the course and of personal interest.	3.	To become a more careful and astute observer and to engage in conscientious reflection of one's intercultural experiences.
1.	To analyze and interpret local culture through the medium of photography.						
2.	To investigate a particular global issue or topic central to the course and of personal interest.						
3.	To become a more careful and astute observer and to engage in conscientious reflection of one's intercultural experiences.						
■ DESCRIPTION:	<p><i>A picture is worth a thousand words!</i> Taking photographs is a common activity during most international travel. This exercise encourages students to use their camera view finder as a means through which to better understand the host culture and expand their knowledge of a particular global issue. In doing so, students learn to be more careful and astute observers and engage in conscientious reflection of their learning. And they might become better photographers, too!</p>						
■ PROCEDURES:	<ol style="list-style-type: none"> 1. <i>Photography Etiquette.</i> Prior to departure or shortly after arrival, facilitate a brief discussion about photography etiquette. For example, have students discuss the importance of asking permission before taking someone's photo. Remind students to exercise caution when taking photographs. Some country-specific laws may apply, see www.fco.gov.uk/en/travelling-and-living-overseas/travel-advice-by-country/ 2. <i>Global Issues.</i> Have students decide on a particular global issue or a topic central to the course. The focus of the activity will be to document evidence of that issue while abroad. Potential global issues could include energy conservation, global branding, environmental degradation, terrorism, politics, etc. 3. <i>Photo Album.</i> Upon return, have each student select 8-10 photos taken during the international travel component of the course and compose 2-3 succinct paragraphs describing each photo and its significance to the global issue. Encourage students to cite assigned reading from the course or other secondary sources in their descriptions. The photographs and descriptions should be organized in a photo album with other mementos or evidence of the global issue. Alternatively, consider allowing students the option of creating an on-line photo album, such as on My Space or Facebook. A Facebook account for the course could be set up. 4. <i>Open House.</i> If time allows, consider hosting an end of course <i>Open House</i>, in which students present their photo albums to each other and invited guests. This would allow students the opportunity to share their learning with others and thus, broaden the reach of the course. This may also be an effective strategy for the future promotion of the course. 5. <i>Optional:</i> As not every student will have a digital camera, it may be necessary to have students work in pairs. Also, consider having students write the descriptions in the host language. 						
■ EVALUATION:	<p>Students should not be graded on their photography skills. Instead, they should be graded on how the photos and related descriptions document and explain the global issue. The assignment should not count for more than 20% of the overall course grade. If possible, prepare a sample photo with a description that explains a global issue related to the course content.</p>						
■ MATERIALS:	Handout, 1 page (see Appendix 5)						
■ TIME :	One class session for Open House (optional, post-study abroad)						
■ SOURCE:	M. Reinig & A. Ogden, 2009.						

BLOG ABROAD

<ul style="list-style-type: none"> ▪ NUMBER: 	6						
<ul style="list-style-type: none"> ▪ PHASE(S): 	Pre-Departure, In-Country & Post-Study Abroad						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Utilization of Technology						
<ul style="list-style-type: none"> ▪ LEARNING: 	Formal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To experience writing not just as a tool for displaying knowledge but also as a means for acquiring knowledge.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To use blogging to critically reflect on experiences and as a tool for self-discovery.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To learn about global issues, develop multiple perspectives on global affairs, and to begin seeing yourself as a global citizen.</td> </tr> </table>	1.	To experience writing not just as a tool for displaying knowledge but also as a means for acquiring knowledge.	2.	To use blogging to critically reflect on experiences and as a tool for self-discovery.	3.	To learn about global issues, develop multiple perspectives on global affairs, and to begin seeing yourself as a global citizen.
1.	To experience writing not just as a tool for displaying knowledge but also as a means for acquiring knowledge.						
2.	To use blogging to critically reflect on experiences and as a tool for self-discovery.						
3.	To learn about global issues, develop multiple perspectives on global affairs, and to begin seeing yourself as a global citizen.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	<p>Writing is not just a tool for displaying knowledge but also for acquiring knowledge. By writing about their experiences, students can deepen their understanding of the underlying cultural system that gives sense to those events. Because writing involves cognitive processes more rigorous than daily conversation, it is possible to use writing to push students past the limits of their current understanding to grasp new insights and transcend the discomforts of cultural learning and culture shock. Writing therefore becomes a mode to learning culture and personal discovery. This assignment requires that students maintain a blog throughout the duration of the course. Students write entries on three broad themes: <i>global issues</i>, <i>expanding worldview</i> and <i>global citizenship</i>. Students are also required to respond to the blogs of other students.</p>						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. <i>Writing as a Tool for Cultural Understanding</i>. Facilitate a discussion on how writing can be a tool not just for displaying knowledge, but also for acquiring knowledge and developing multiple perspectives. Writing encourages new ways of conceptualizing experiences. 2. <i>Blogging Abroad</i>. Introduce the goals and structure of the assignment, showing examples of other student blogs. Explain the three broad themes and give examples of possible topics related to each. Prior to departure, students should upload 3-5 posts to their blog on the topic of “global issues.” While abroad, they should upload 2-3 posts on “expanding my worldview.” After returning from abroad, they should upload 2-3 posts on “what it means to be a global citizen.” Emphasize that the blog posts are not mini-research papers or political rants but are to be thoughtful and insightful reflections on the three themes. Encourage students to upload photos taken while abroad and if appropriate, use secondary sources to support their posts. (It may be necessary to specify one blog site for all students to use.) 3. <i>Blogger’s Code of Ethics</i>. Stress the academic nature of this assignment and discuss ethical issues associated with publishing words publicly. Discuss the <i>Code of Ethics</i> on CyberJournalist.net. 4. <i>Shared Commentary</i>. Encourage students not only to share their blogs, but also to read the blogs of other students in the class. They should upload at least three responses or comments for each of the three blog themes. This should be done respectfully and in the spirit of open and constructive dialogue. If possible, the faculty member should also create a blog for the course and encourage students to read and post their responses. 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	<p>The blogs should be assessed on the depth of insight into the three broad themes and the level of self-reflection demonstrated in the entries. It may be helpful to specify a date and time for each blog entry to be posted and for students to provide responses or comments to other blogs. The assignment could count up to 30% of the overall course grade. Students’ comments on the blogs of other students should factor into the course participation grade.</p>						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Handout, 2 pages (see Appendix 6); In-country access to the Internet						
<ul style="list-style-type: none"> ▪ TIME : 	One class session (pre-departure); Time in-country for students to complete blogs						
<ul style="list-style-type: none"> ▪ SOURCE: 	A. Ogden & M. Reinig, 2009.						

GLOBAL HEALTH MATTERS

▪ NUMBER:	7						
▪ PHASE(S):	Pre-Departure, In-Country & Post-Study Abroad						
▪ THREAD(S):	Primary & Secondary Research						
▪ LEARNING:	Formal						
▪ OBJECTIVES:	<table border="1"> <tr> <td>1.</td> <td>To increase awareness of global health issues.</td> </tr> <tr> <td>2.</td> <td>To develop a greater understanding of how health policy and policy advocacy impact health outcomes.</td> </tr> <tr> <td>3.</td> <td>To practice writing compelling and persuasive issue briefs and policy briefs.</td> </tr> </table>	1.	To increase awareness of global health issues.	2.	To develop a greater understanding of how health policy and policy advocacy impact health outcomes.	3.	To practice writing compelling and persuasive issue briefs and policy briefs.
1.	To increase awareness of global health issues.						
2.	To develop a greater understanding of how health policy and policy advocacy impact health outcomes.						
3.	To practice writing compelling and persuasive issue briefs and policy briefs.						
▪ DESCRIPTION:	When students in the U.S. hear the term “global health,” most think of health problems specific to developing countries. But global health matters to everyone, not just to those living in developing countries. This assignment has been designed to expand student awareness of global health issues and how health policy and policy advocacy impact health outcomes. (With some editing, the structure of this assignment could be adapted for issues other than global health.)						
▪ PROCEDURES:	<ol style="list-style-type: none"> <i>Why does global health matter?</i> Facilitate a discussion on why global health matters. Ask students to consider what role the U.S. has in ensuring a healthier, more productive and stable world. For example, what role should the U.S. have in fighting HIV/AIDS in developing countries? It may be useful to have students review the Global Health Council website prior to this class meeting. Discuss one or two examples of specific health issues which are affecting the country or region where the class will be traveling. <i>Assignment.</i> Discuss how health policy and advocacy impact global health outcomes. Explain the three-part assignment. (<i>Optional:</i> Consider having students work in pairs or small groups.) <ol style="list-style-type: none"> <i>Issue Brief.</i> Have students research a specific health issue or problem that is directly affecting the country or region where the class will be traveling. Students should write a 3-4 page issue brief to convince a policy-maker, agency or institution of the seriousness of the issue. If appropriate, limit the range of issues to course-related content. <i>Field Journal.</i> While abroad, have students gather primary data on the specific health issue or problem each has identified. Offer suggestions on what type of primary data would be acceptable. Require that students have at least three entries in their field journals. Have students submit their field journals shortly after returning from abroad. <i>Policy Brief.</i> Upon return, each student should write a 3-4 page policy brief on the urgency of the problem that was presented in his/her issue brief. The policy brief should extend a rationale for adopting a recommended course of action. <i>Class Presentations.</i> If class time allows, assign students a 10-minute time slot to present their issue and policy recommendations to the class. Students should prepare as if they are truly delivering the policy brief to the policy-maker, agency or institution. <i>Why does global health matter?</i> Return to the initial class discussion of why global health matters. Ask students how they can make an impact on global health issues. Introduce GlobeMed (www.globemed.org/) as an example of one way to get immediately involved. 						
▪ EVALUATION:	This assignment can be worth up to 40% of the course grade: 15% for the issue brief, 10% for the field journal, and 15% for the policy brief/presentation. The assignment should be assessed on a student’s insight of the global health issue as it relates to the host country/region and the ability to offer/defend realistic policy recommendations that are grounded in the local context.						
▪ MATERIALS:	Handout, 2 pages (see Appendix 7)						
▪ TIME :	Two class sessions (pre-departure & post-study abroad)						
▪ SOURCE:	A. Ogden & S. Knell, 2009.						

JOURNALING ACROSS CULTURES

<ul style="list-style-type: none"> ▪ NUMBER: 	8						
<ul style="list-style-type: none"> ▪ PHASE(S): 	Pre-Departure, In-Country & Post-Study Abroad						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Culture & Identity						
<ul style="list-style-type: none"> ▪ LEARNING: 	Formal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To record meaningful experiences and reflections, and to see writing as a tool for cultural exploration and self-discovery.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To integrate experiences and reflections into academic learning and personal growth.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To understand that writing is not just a tool for displaying knowledge but also for acquiring knowledge.</td> </tr> </table>	1.	To record meaningful experiences and reflections, and to see writing as a tool for cultural exploration and self-discovery.	2.	To integrate experiences and reflections into academic learning and personal growth.	3.	To understand that writing is not just a tool for displaying knowledge but also for acquiring knowledge.
1.	To record meaningful experiences and reflections, and to see writing as a tool for cultural exploration and self-discovery.						
2.	To integrate experiences and reflections into academic learning and personal growth.						
3.	To understand that writing is not just a tool for displaying knowledge but also for acquiring knowledge.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	Requiring students to keep a journal is a widely used teaching strategy because it helps students record their learning experiences, documents learning and growth, and helps students cope with intercultural adjustment. The journal is structured to encourage students to record thoughts and events experienced in the course, and also to reflect on them in the context of global citizenship and academic development.						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. The assignment should be described in the course syllabus and should contribute to the course grade. Students should be given the assignment description preferably a few weeks before the international travel component. Explain the required structure for the journal (three sections), the evaluation frequency and criteria, and the top ten tips for effective journaling. 2. The frequency for grading the journals will depend on the course length and structure of the in-country itinerary. Determine dates periodically throughout the semester when the journals will be due. 3. When grading journals, give an evaluative grade (e.g., ✓, ✓-, or -) as well as written feedback. At the end of the course, students should turn in their journals for a final evaluation. 4. Facilitate students' involvement with journaling by allocating time in the day for the task and by pointing out events, experiences and comments/questions that students may later want to record in their journals. 5. An excellent resource for supplemental reading on analytical writing in study abroad is Wagner and Magistrale's, <i>Writing Across Culture: An Introduction to Study Abroad and the Writing Process</i> (1995). 6. <i>Optional:</i> When technology is available, consider allowing students to keep an electronic journal. (Also see Tool 6, Blog Abroad.) 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	Journals should be reviewed and graded at least once before the international travel component and then periodically during the time abroad. When appropriate, students should be requested to make post-trip journal entries. At each reading, assign an evaluative grade (e.g., ✓, ✓-, or -) to each section as well as providing written feedback. When the journal is submitted for final evaluation, calculate a quantitative grade considering that ✓=2, ✓-=1, and -=0.						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Handout, 2 pages (see Appendix 8)						
<ul style="list-style-type: none"> ▪ TIME : 	Approximately 20-30 minutes required for explanation of assignment (pre-departure)						
<ul style="list-style-type: none"> ▪ SOURCE: 	Adapted by D. Morais & A. Ogden, 2009 from Paige, R., et al. (2006). <i>Maximizing Study Abroad (2nd Edition)</i> . Minneapolis, MN: University of Minnesota.						

LOST IN TRANSLATION

▪ NUMBER:	9						
▪ PHASE(S):	In-Country, Post-Study Abroad						
▪ THREAD(S):	Communication						
▪ LEARNING:	Formal						
▪ OBJECTIVES:	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%;">1.</td> <td>To keep a record of your language learning while abroad.</td> </tr> <tr> <td>2.</td> <td>To empower you to take ownership of your language learning, so as to increase your motivation and likelihood of continuing with the language upon return.</td> </tr> <tr> <td>3.</td> <td>To encourage you to reflect on the linguistic, sociolinguistic, and sociocultural aspects of language learning in context.</td> </tr> </table>	1.	To keep a record of your language learning while abroad.	2.	To empower you to take ownership of your language learning, so as to increase your motivation and likelihood of continuing with the language upon return.	3.	To encourage you to reflect on the linguistic, sociolinguistic, and sociocultural aspects of language learning in context.
1.	To keep a record of your language learning while abroad.						
2.	To empower you to take ownership of your language learning, so as to increase your motivation and likelihood of continuing with the language upon return.						
3.	To encourage you to reflect on the linguistic, sociolinguistic, and sociocultural aspects of language learning in context.						
▪ DESCRIPTION:	<p>One of the most valuable things students can do to boost their language learning potential while abroad is to keep a record of their progress. This assignment requires students to create a language learning journal as a way to keep track of what they do every day as they use the language in both structured and unstructured settings. It will also serve as a record of their first impressions with using the language in context. A second part of the assignment requires students to generate a <i>Top Ten Tips for Language Learning</i> in short-term, education abroad experiences.</p>						
▪ PROCEDURES:	<p>1. <i>Language Learning Journal</i>. During their time abroad, require students to keep a journal in which they record daily entries of their progress toward learning the language. A hardcover book is the best. A loose-leaf binder would work but it's not as sturdy and may not survive the international travel. Determine the exact date the journal will be due, but preferably within two weeks of returning from abroad.</p> <p>It may be best to avoid requiring a specific structure for the journal, but emphasize that students should make daily entries with as much detail as possible. Recommended sections can include a section in which students lay out their language learning goals, a section in which they note the colloquial usages of the language, and a section in which students reflect on their mistakes in using the language appropriately in context. Additional sections can focus on the acquisitions of new vocabulary, practical usage of new grammatical structures, and space for students to illustrate how the language is used in a visual context. At least one section should allow students space for miscellaneous musings on their language learning.</p> <p>2. <i>Top Ten Tips for Language Learning</i>. Upon return have students reflect on the many ways they went about learning the language during their time abroad. Have them narrow this down to 3-5 tips for learning the target language. Merge the students' lists to create a master list for language learning in short-term, education abroad experiences. Discussing this list in class could be a rewarding way to wrap-up the semester and would be a helpful tool for subsequent student groups.</p>						
▪ EVALUATION:	<p>This two-part assignment can be worth up to 30% of the overall course grade: 25% for the <i>Language Learning Journal</i> and 5% for the <i>Tips for Language Learning</i>. The journal should be assessed on a student's demonstrated effort toward learning the language and the depth and breadth of the daily entries. The tips for language learning should be assessed on their originality and realistic application to short-term, education abroad experiences.</p>						
▪ MATERIALS:	Handout, 2 pages (see Appendix 9)						
▪ TIME :	No class time required						
▪ SOURCE:	A. Ogden, 2009.						

THE ETHNOGRAPHIC INTERVIEW

▪ NUMBER:	10						
▪ PHASE(S):	Pre-Departure, In-Country & Post-Study Abroad						
▪ THREAD(S):	Primary & Secondary Research						
▪ LEARNING:	Formal						
▪ OBJECTIVES:	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To become familiar with the fundamental principles of ethnographic inquiry and to identify basic elements in the ethnographic interview.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To practice skills related to developing rapport with an informant and selecting appropriate questions.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To reflect upon the role of ethnographic writing in the cultural learning process.</td> </tr> </table>	1.	To become familiar with the fundamental principles of ethnographic inquiry and to identify basic elements in the ethnographic interview.	2.	To practice skills related to developing rapport with an informant and selecting appropriate questions.	3.	To reflect upon the role of ethnographic writing in the cultural learning process.
1.	To become familiar with the fundamental principles of ethnographic inquiry and to identify basic elements in the ethnographic interview.						
2.	To practice skills related to developing rapport with an informant and selecting appropriate questions.						
3.	To reflect upon the role of ethnographic writing in the cultural learning process.						
▪ DESCRIPTION:	<p>Education abroad is about helping students change structures, learn new ways of thinking, and become more complex, interculturally competent individuals. Ethnographic inquiry offers the field of education abroad a learning paradigm through which to engage students in serious cultural and intercultural learning. Because ethnography is at its most basic a culture learning approach, it can be integrated within all forms of education abroad programming, regardless of program type, location or duration.</p> <p>It is not an assumption of this tool that students can and should become apprentice ethnographers engaged in carrying out fieldwork. Rather, ethnography at its most fundamental level of inquiry can be reframed to guide students toward becoming autonomous cultural learners and explorers, who can describe, understand, analyze, appreciate, and enjoy intercultural differences.</p>						
▪ PROCEDURES:	<ol style="list-style-type: none"> 1. <i>Introduction.</i> Provide students with a brief introduction of ethnography as a tradition in qualitative research. Define and discuss the role of informants. Make a list of potential informants that students can realistically interview while abroad. 2. <i>Interview Practice.</i> In groups of three, have students practice conducting ethnographic interviewing (interviewer, interviewee, observer). Debrief the practice session by asking students what questions worked, what didn't work and why. Assist students with using descriptive and structural questions. Advise students on the ethical principles involved in conducting qualitative research. 3. <i>Assignment.</i> The assignment has been designed to allow students to choose among three options. Discuss the options, while remaining open to other suggestions from students. If students are not fluent in the language or dialect of the host country, allow them to conduct their interviews in English. Facilitate a discussion about the importance of language in ethnographic research, noting the limitations language barriers pose on data collection. 4. <i>In-country Support.</i> Students will need support and guidance throughout the international travel component. If time allows, invite students to meet with you privately before conducting their interviews to discuss their preparations, choice of informant and topic. Students may also need assistance upon return with organizing and presenting their findings. 5. <i>Optional.</i> If class time allows upon return, have each student make a brief presentation of their interview findings and what they've learned from this process. 						
▪ EVALUATION:	This assignment could be worth up to 30% of the course grade. Students should be assessed on their success with conducting the ethnographic interview and on the organization, presentation and depth of their written analyses. There should be no minimum page length for the assignment.						
▪ MATERIALS:	Handout, 4 pages (see Appendix 10)						
▪ TIME :	One class session (pre-departure)						
▪ SOURCE:	Adapted by A. Ogden & S. Roulon, 2009 from <i>Field Projects in Anthropology: A Student Handbook, 1992.</i>						

POSTCARDS FROM ABROAD

<ul style="list-style-type: none"> ▪ NUMBER: 	11						
<ul style="list-style-type: none"> ▪ PHASE(S): 	In-Country, Post-Study Abroad						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Experiential Learning						
<ul style="list-style-type: none"> ▪ LEARNING: 	Formal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To gather texts and images related to the underlying values, assumptions and beliefs of your host culture.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To create cultural representations that target specific intercultural differences you are encountering during your international experience.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To analyze your creative process in terms of how you perceive and engage in the world.</td> </tr> </table>	1.	To gather texts and images related to the underlying values, assumptions and beliefs of your host culture.	2.	To create cultural representations that target specific intercultural differences you are encountering during your international experience.	3.	To analyze your creative process in terms of how you perceive and engage in the world.
1.	To gather texts and images related to the underlying values, assumptions and beliefs of your host culture.						
2.	To create cultural representations that target specific intercultural differences you are encountering during your international experience.						
3.	To analyze your creative process in terms of how you perceive and engage in the world.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	<p>Buying a postcard can sometimes be really difficult. For many students, it is hard to find a postcard that ideally captures what an experience is all about for them. So, this assignment will give students an opportunity to make their own postcards to better portray their experiences to others and discuss the intercultural differences they are encountering. In doing so, students become more knowledgeable of the host culture and its underlying values, assumptions and beliefs.</p>						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. <i>Constructing Postcards.</i> Prior to departure or shortly upon arrival, give each student five blank 4"x6" index cards with instructions to develop postcards that portray their experiences abroad. Students can affix their own photos, draw pictures, or somehow create an image on the card that best encapsulates their experiences. Allow students the option of supplementing one postcard with one that is locally purchased. 2. <i>Message.</i> On the reverse side of each card, ask students to write a brief message to a friend or family member. The message should describe why they chose the particular image and how it portrays their thoughts or feelings about the intercultural differences they have encountered at that point in the course. Remind them to think carefully about what message they want the reader to take away with them about this experience. Students should prepare and submit their postcards to the course professor at particular times while abroad. 3. <i>Reflection Paper.</i> Upon return, have students write a 2-3 page reflection paper in which they reflect on creating their postcards. Students should comment on how this overall process has helped to shape their understanding of the host culture and its underlying values, assumptions and beliefs and how the experience has changed how they perceive and engage in the world. 4. <i>Open House.</i> If time allows, consider hosting an end of course <i>Open House</i>, in which students present their postcards to each other and invited guests. This would allow students the opportunity to share their learning with others and thus, broaden the reach of the course. Consider uploading images of these postcards to a course-related website. 5. <i>Optional:</i> Consider having students write the postcard messages in the target language. 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	<p>Evaluation happens in two parts: 1.) five postcards, and 2.) reflection paper. Together, the total assignment can count up to 20% of the overall course grade (10% for postcards and 10% for reflection paper). If possible, prepare a sample postcard with your own account of an international experience.</p>						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Index cards; Handout, 1 page (see Appendix 11)						
<ul style="list-style-type: none"> ▪ TIME : 	One class meeting for Open House (post-study abroad)						
<ul style="list-style-type: none"> ▪ SOURCE: 	A. Ogden & M. Reinig, 2009.						

YOUTUBE ETHNOGRAPHY PROJECT

▪ NUMBER:	12						
▪ PHASE(S):	Pre-Departure, In-Country & Post-Study Abroad						
▪ THREAD(S):	Utilization of Technology						
▪ LEARNING:	Formal						
▪ OBJECTIVES:	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%;">1.</td> <td>To utilize YouTube as an entertaining pedagogic resource for culture learning.</td> </tr> <tr> <td>2.</td> <td>To engage in a creative process of cultural exploration through video production.</td> </tr> <tr> <td>3.</td> <td>To understand the nature of ethnographic fieldwork, cultural representation and interpretation.</td> </tr> </table>	1.	To utilize YouTube as an entertaining pedagogic resource for culture learning.	2.	To engage in a creative process of cultural exploration through video production.	3.	To understand the nature of ethnographic fieldwork, cultural representation and interpretation.
1.	To utilize YouTube as an entertaining pedagogic resource for culture learning.						
2.	To engage in a creative process of cultural exploration through video production.						
3.	To understand the nature of ethnographic fieldwork, cultural representation and interpretation.						
▪ DESCRIPTION:	<p>YouTube.com, a free video-sharing website, has quickly become a popular way to upload, share, view, and comment on video clips. Faculty members are increasingly using the site as a pedagogic resource for everything from newsworthy events from around the world to “slice-of-life” videos that teach students about other cultures. This tool has been designed to introduce YouTube into the education abroad experience as a way to enhance students’ understanding of cultural representation and interpretation. By creating a context for students to produce and discuss short video clips grounded in principles of ethnographic inquiry, this tool can help them become more insightful, patient and introspective cultural learners.</p>						
▪ PROCEDURES:	<ol style="list-style-type: none"> 1. <i>Introduction.</i> Provide students with a brief introduction of ethnography as a tradition in qualitative research. Show the YouTube video clip, “A Vision of Students Today” [www.youtube.com/watch?v=dGCJ46vyR9o] or a similar video. Facilitate a discussion of the video’s representation of contemporary students. 2. <i>Assignment Part One: Prior to Departure.</i> Have students locate two video clips on YouTube that in their opinion accurately portrays an aspect of U.S. American culture and one aspect of the host culture. They should write a brief description (one page) of each video and a defense in support of its representation. As class time allows, give each student 10-15 minutes to show one of the two video clips. Most of their presentation should be given to discussing the video and its approach to cultural representation. Expect a lively debate around stereotyping. Video links and write-ups are due at the time of the presentation. 3. <i>Assignment Part Two: Upon Return.</i> While abroad, students should work in pairs to create a YouTube video of one aspect of the host culture. Be prepared to suggest particular topics or limit topics to the general focus of the course. The video should be no longer than five minutes and should be uploaded to YouTube. Upon return, each pair should be given 10-15 minutes to present their video clip. The class discussion should focus on their approach to representing the host culture. Students should submit a link to their video clip and a 1-2 page reflection paper within one week of their class presentation. The reflection paper should discuss the process behind their approach to making the video and what they’ve learned about representing culture through video. 4. <i>Video Ethics & Etiquette.</i> Allot class time for a brief discussion of ethics associated with video production and public access. 						
▪ EVALUATION:	<p>This assignment could be worth up to 30% of the course grade: 10% for Part One and 20% for Part Two (10% for the video clip). Students should not be graded on their video production skills. Rather, grades should be based on their ability to represent and interpret an aspect of the local culture through video and their class presentations and discussion.</p>						
▪ MATERIALS:	Handout, 2 pages (see Appendix 12)						
▪ TIME :	At least three class sessions for an introduction to the assignment and for student presentations.						
▪ SOURCE:	A. Ogden, 2009.						

GLOBAL LEARNING SUMMARIES

■ NUMBER:	13						
■ PHASE(S):	In-Country, Post-Study Abroad						
■ THREAD(S):	Primary & Secondary Research						
■ LEARNING:	Formal						
■ OBJECTIVES:	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%;">1.</td> <td>To increase your awareness of contemporary global issues.</td> </tr> <tr> <td>2.</td> <td>To encourage you to think critically about a specific global issue and to analyze the host country's response to it.</td> </tr> <tr> <td>3.</td> <td>To develop skills for primary and secondary data collection and analysis.</td> </tr> </table>	1.	To increase your awareness of contemporary global issues.	2.	To encourage you to think critically about a specific global issue and to analyze the host country's response to it.	3.	To develop skills for primary and secondary data collection and analysis.
1.	To increase your awareness of contemporary global issues.						
2.	To encourage you to think critically about a specific global issue and to analyze the host country's response to it.						
3.	To develop skills for primary and secondary data collection and analysis.						
■ DESCRIPTION:	What are the issues that matter most in today's world? Global issues concern us all and there is much to be learned about how others in the world respond to issues such as environmental sustainability, climate change, poverty and human rights. This assignment has been designed to focus students' attention on understanding global issues and to analyze various approaches taken toward addressing them.						
■ PROCEDURES:	<ol style="list-style-type: none"> 1. Have students select a specific global issue or problem that is directly affecting the country or region where the class will be traveling. Together with the students, brainstorm a list of example issues. Their assignment is to produce a succinct, 2-3 page global learning summary on the issue. When discussing the assignment, provide students with detailed formatting instructions. 2. Each global learning summary should be prepared with three distinct sections, as follows: <ol style="list-style-type: none"> a. <i>Description of Issue.</i> Students should provide a succinct explanation of a specific global issue, highlighting its global nature and urgency. They should provide relevant secondary data and supporting information. b. <i>Country Response.</i> Students should briefly describe the country's response to the issue. While abroad, they should be encouraged to take time to gather primary data on the issue. Brainstorm the various ways to do this during the time abroad. c. <i>Analysis.</i> Students should provide an analysis of the country's response to the issue, noting its strengths, weaknesses and long-term challenges. Emphasize that they should present evidence in support of their analysis. 3. Collect the summaries and make copies available to the whole class as a kind of global issues portfolio. Alternatively, have students post their summaries to an on-line discussion forum for other students to read and provide feedback and comments. 4. If class time allows upon return, assign students a 5-10 minute time slot to present their global learning summary. Allow time for class discussion of each issue. 						
■ EVALUATION:	This assignment could be worth up to 20% of the overall course grade. The global learning summary should be assessed on a student's demonstrated understanding of the specific global issue and approach to using both primary and secondary sources to develop an in-depth analysis of the country's response to the issue.						
■ MATERIALS:	Handout, 1 page (see Appendix 13)						
■ TIME :	One class session (optional, post-study abroad)						
■ SOURCE:	Adapted by A. Ogden, 2009 from Global Immersion, Smeal College of Business, Penn State						

GLOBAL PANORAMIO

<ul style="list-style-type: none"> ▪ NUMBER: 	14						
<ul style="list-style-type: none"> ▪ PHASE(S): 	In-Country, Post-Study Abroad						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Utilization of Technology						
<ul style="list-style-type: none"> ▪ LEARNING: 	Formal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To move beyond consuming touristic culture to learning about the host culture through its heritage (built, natural and intangible).</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To engage in an open and shared process of cultural learning through photography and web-based file sharing (<i>Panoramio</i>, <i>Google Earth</i> and <i>Google Maps</i>).</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To become a more careful and astute observer and to engage in conscientious reflection of the meanings of cultural heritage.</td> </tr> </table>	1.	To move beyond consuming touristic culture to learning about the host culture through its heritage (built, natural and intangible).	2.	To engage in an open and shared process of cultural learning through photography and web-based file sharing (<i>Panoramio</i> , <i>Google Earth</i> and <i>Google Maps</i>).	3.	To become a more careful and astute observer and to engage in conscientious reflection of the meanings of cultural heritage.
1.	To move beyond consuming touristic culture to learning about the host culture through its heritage (built, natural and intangible).						
2.	To engage in an open and shared process of cultural learning through photography and web-based file sharing (<i>Panoramio</i> , <i>Google Earth</i> and <i>Google Maps</i>).						
3.	To become a more careful and astute observer and to engage in conscientious reflection of the meanings of cultural heritage.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	<p><i>Make use of web-based file sharing to anchor lessons on “host” cultural heritage!</i> This exercise encourages students to identify examples of built, natural and intangible heritage that are particularly meaningful to their host community. Students are then required to capture this heritage with digital photography, to research its meaning and to upload their photos and captions to Panoramio. In doing so, students learn to be more careful and astute observers and engage in conscientious reflection of their learning.</p>						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. <i>Introduction.</i> Before departure, use several examples to introduce students to built, natural, and intangible heritage and discuss how each has meanings within the local culture. Use Panoramio to demonstrate geolocation-oriented photo sharing. Prepare sample photos and captions. Create a content or site-specific thread for students to link their photographs. 2. <i>Identifying and Deconstructing Heritage.</i> While abroad, students should identify and photograph examples of the three types of heritage. Their goal is to understand the meaning these sites have for those in the host culture. To do this, they may need to speak with local people, consult historical references, read travel guides and brochures, etc. 3. <i>Global Panoramio.</i> Students must register for a Panoramio account and upload 2-3 photos taken while abroad of each of three types of heritage. Students should add a detailed caption to each photo in which they carefully explain its meanings and importance of the site to the host culture. Also, they should register their photos in <i>Google Maps</i> and <i>Google Earth</i>. 4. <i>Optional:</i> Consider hosting an end of course <i>Global Panoramio Expo</i>, in which students present their photos to each other and invited guests. This would allow students the opportunity to share their learning with others and thus, broaden the reach of the course. 5. <i>Etiquette.</i> Remind students to be respectful of the host community by asking permission before taking photos and when asking questions about the local culture and heritage. Similar principles apply when posting photos and captions to Panoramio. 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	<p>The assignment could be worth up to 20% of the overall course grade. Students should not be graded on their photography skills. Rather, the grade should be based on their ability to represent and discuss the local meaning of selected cultural heritage sites. Accurate mapping of the photos in Google Earth and Google Maps is also important. Students may work individually or in pairs to complete this assignment.</p>						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Digital camera (per student); Handout, 2 pages (see Appendix 14)						
<ul style="list-style-type: none"> ▪ TIME : 	20-30 minutes to explain assignment (pre-departure)						
<ul style="list-style-type: none"> ▪ SOURCE: 	D. Morais & A. Ogden, 2009.						

CIVIC ACTION SCRAPBOOK

<ul style="list-style-type: none"> ▪ NUMBER: 	15						
<ul style="list-style-type: none"> ▪ PHASE(S): 	Pre-Departure, In-Country & Post-Study Abroad						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Primary & Secondary Research						
<ul style="list-style-type: none"> ▪ LEARNING: 	Formal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To recognize on-going civic action initiatives in the local community and to identify the various methods or strategies being used by each.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To engage in a process of recognizing and collecting evidence of civic action initiatives in the host country in order to compile a civic action scrapbook.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To develop a six-month civic action plan that addresses a particular issue in your home community.</td> </tr> </table>	1.	To recognize on-going civic action initiatives in the local community and to identify the various methods or strategies being used by each.	2.	To engage in a process of recognizing and collecting evidence of civic action initiatives in the host country in order to compile a civic action scrapbook.	3.	To develop a six-month civic action plan that addresses a particular issue in your home community.
1.	To recognize on-going civic action initiatives in the local community and to identify the various methods or strategies being used by each.						
2.	To engage in a process of recognizing and collecting evidence of civic action initiatives in the host country in order to compile a civic action scrapbook.						
3.	To develop a six-month civic action plan that addresses a particular issue in your home community.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	Though it is no simple matter to integrate civic engagement into an educational process that students usually associate with their individual improvement, this three-part assignment attempts to engage students in recognizing their civic responsibilities and to motivate them toward purposeful behaviors that advance a global civic ethic.						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. <i>Introduction.</i> Introduce students to activism and civic engagement. Identify examples of student civic involvement on campus and in the local community. Ask students to think of people who have made a positive contribution to the community, the cause or issue they were working for and some of the methods or strategies they used. 2. <i>Example Civic Issue Discussion.</i> Write each of the sentences started below on a piece of flip chart paper. Organize students into small groups and distribute markers to each group. Then, give each group one of the sentences and about five minutes to list their ideas. Rotate the sentences until each group has had a time with each. Discuss and summarize the findings. <ol style="list-style-type: none"> a. My main environmental worry is.... b. Some ways I take action for the environment are... c. Some current environmental issues in the local community are... d. Some major environmental issues in [host country] are... e. My opinion on the management of [host country's] natural resources is... 3. <i>Civic Action Case Study.</i> Have students prepare a case study of a civic action initiative happening on campus or in the local community. They are to present the case study in the form of an oral report to the class, in which they identify the name of the initiative, the cause or issue, the methods being used, and the outcomes achieved to date. 4. <i>Civic Action Scrapbook.</i> While abroad, students should collect evidence of civic action initiatives in the host country and then collate them in a civic action scrapbook. For each entry, they should add a caption explaining the particular cause or issue and the methods being used. 5. <i>Civic Action Plan.</i> Each student should identify an issue facing his/her hometown and develop a civic action plan outlining 3-5 steps he/she will take over the next six months to address the issue. Students should comment on potential barriers to implementing the action plan. 6. <i>Optional.</i> Invite a guest speaker from the local council, a government department, community group or grassroots organization to speak to the students on a specific civic issue. 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	The assignment could be worth up to 30% of the course grade: 10% for each part. The case study should be assessed on the students' insight into the initiative and analysis of the methods being used. The scrapbook should be assessed on the use of real-life evidence to illustrate various civic action initiatives in the host country. The civic action plan should be assessed on the student's identification of a pressing issue in his/her hometown and the steps outlined to address the issue.						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Handout, 2 pages (see Appendix 15)						
<ul style="list-style-type: none"> ▪ TIME : 	Two class sessions (pre-departure)						
<ul style="list-style-type: none"> ▪ SOURCE: 	A. Ogden, 2009.						

COMMUNITY PARTNERS

■ NUMBER:	16						
■ PHASE(S):	Pre-Departure, In-country & Post-Study Abroad						
■ THREAD(S):	Experiential Learning						
■ LEARNING:	Formal						
■ OBJECTIVES:	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%;">1.</td> <td>To build sustainable connections between a local community organization and the targeted international project/organization.</td> </tr> <tr> <td>2.</td> <td>To think critically about global service learning initiatives and the importance of building sustainable and meaningful partnerships.</td> </tr> <tr> <td>3.</td> <td>To collectively reflect on and share best practices toward raising local awareness of a particular international issue (specific to the targeted international project/organization).</td> </tr> </table>	1.	To build sustainable connections between a local community organization and the targeted international project/organization.	2.	To think critically about global service learning initiatives and the importance of building sustainable and meaningful partnerships.	3.	To collectively reflect on and share best practices toward raising local awareness of a particular international issue (specific to the targeted international project/organization).
1.	To build sustainable connections between a local community organization and the targeted international project/organization.						
2.	To think critically about global service learning initiatives and the importance of building sustainable and meaningful partnerships.						
3.	To collectively reflect on and share best practices toward raising local awareness of a particular international issue (specific to the targeted international project/organization).						
■ DESCRIPTION:	This activity is designed for embedded courses that engage students in international service learning projects. The exercise requires that students work in small groups to develop a connection between a local community organization and the targeted international project/organization. Doing so will require that students think critically about global service learning initiatives and the importance of building sustainable and meaningful partnerships.						
■ PROCEDURES:	<ol style="list-style-type: none"> 1. <i>Selection of Community Partner.</i> Working in small groups, have students identify a local community organization which would potentially have an interest in working with the targeted international project/organization. This local organization can be any civic, religious, educational or community group. Each small group should introduce the international service learning project to the local community organization and extend an invitation for support. Such support can take many forms, but will depend heavily on the nature of the international service learning project and known needs. Examples may include the coordination of activities, donation of supplies and/or resources, information sharing, student pen-pal exchanges, etc. 2. <i>Community Partner Proposal.</i> Each small group should submit a 3-4 page project proposal that includes a description of the community partner organization and the form of support requested. As class time allows, have students present their proposals to the entire class. It is important that the projects be feasible and appropriate to the international service learning project. 3. <i>Implementation.</i> While in-country, students should carry out their proposal in collaboration with the targeted international project/organization. The proposal should be secondary to the overall course goals for the service learning project. Each small group should document this process through journaling, photographs, recordings, etc. 4. <i>Reporting.</i> Upon return, each group must prepare a final report of the community partner project and a presentation to be delivered both in class and if possible, to the local community organization. The final report should include a description of the project as implemented, its sustainability and a group self-reflection on the overall learning process. 						
■ EVALUATION:	Evaluation is carried out in two parts: 1.) community partner proposal, and 2.) proposal implementation and reporting. Together, the total assignment can count up to 40% of the overall course grade (20% for proposal and 20% for final group report). All members of each group should receive the same grade.						
■ MATERIALS:	Handout, 1 page (see Appendix 16)						
■ TIME :	Variable time allotted for presentations and class discussion.						
■ SOURCE:	S. Barnhart, L. Spess & A. Ogden, 2009.						

MY ETHIC FOR GLOBAL LEARNING

<ul style="list-style-type: none"> ▪ NUMBER: 	17						
<ul style="list-style-type: none"> ▪ PHASE(S): 	Pre-Departure (<i>Optional</i> : Post Study Abroad)						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Culture & Identity						
<ul style="list-style-type: none"> ▪ LEARNING: 	Formal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To analyze typical attitudes and behaviors of some U.S. students and travelers so as to recognize and challenge hedonistic tendencies in contemporary education abroad practices.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To consider the potential positive and negative effects of student travel and tourism on host communities and the environment.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To articulate your personal ethic for global learning and engagement.</td> </tr> </table>	1.	To analyze typical attitudes and behaviors of some U.S. students and travelers so as to recognize and challenge hedonistic tendencies in contemporary education abroad practices.	2.	To consider the potential positive and negative effects of student travel and tourism on host communities and the environment.	3.	To articulate your personal ethic for global learning and engagement.
1.	To analyze typical attitudes and behaviors of some U.S. students and travelers so as to recognize and challenge hedonistic tendencies in contemporary education abroad practices.						
2.	To consider the potential positive and negative effects of student travel and tourism on host communities and the environment.						
3.	To articulate your personal ethic for global learning and engagement.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	This tool will facilitate the process of recognizing the potential positive and negative effects of international educational travel on host communities and the environment. Through classroom discussion, supplemental readings and video instruction, students will confront the hedonistic tendencies within education abroad by bringing student attitudes and behaviors to conscious awareness. Students will develop a personal “Ethic for Global Learning.”						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. Schedule class time to show the video <i>Cannibal Tours</i> (1987). Directed by Dennis O’Rourke, the video is approximately 80 minutes in length, but it is not necessary to watch the entire footage. The viewing guide will help students begin to recognize the ethical issues involved in global travel. Penn State’s Media & Technology Support Services has only one VHS copy. Alternative films could include the 2001 documentary <i>Life and Debt</i>, which examines the economic and social situation in Jamaica, or the popular mainstream film, <i>The Beach</i>, which tells the story of an American backpacker in Thailand. 2. Students should be required to read three related articles, as follows: <ul style="list-style-type: none"> ▪ McLaren, D., “Tourism Development in the Local Community.” <i>Rethinking Tourism and Ecotourism</i>. ▪ Ogden, A., “The View from the Veranda: Understanding Today’s Colonial Student.” <i>Frontiers: The Interdisciplinary Journal of Study Abroad</i>. ▪ Slimbach, R., “The Mindful Traveler.” <i>World Wise: Global Learning for the Common Good</i>. 3. After students have viewed <i>Cannibal Tours</i> and read the three related articles, allow at least one class period to discuss the impact of international educational travel. Facilitate a discussion of how to minimize the negative impacts and maximize the positive effects of your scheduled group travel abroad. Potential topics of discussion may also include perceptions of American tourists abroad, ethics of tourism, and the WTO Global Code of Ethics for Tourism. Assign students to write a 3-5 page personal ethic for global learning. 4. <i>Optional</i>: Consider having students revise their personal ethic after the international travel component, or to write a supplemental reflection paper on their international experience in relation to their personal ethic for global learning. 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	Students should submit a 3-5 page “Ethic for Global Learning” within two weeks of the international travel component. Details of this assignment should be written into the course syllabus and account for a predetermined course grade percentage, preferably 20% of the final course grade. Grading should be based on completion of the assignment as specified.						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Handout, 3 pages (see Appendix 17)						
<ul style="list-style-type: none"> ▪ TIME : 	One or two class sessions (pre-departure)						
<ul style="list-style-type: none"> ▪ SOURCE: 	R. Slimbach & A. Ogden, 2009.						

EMERGENCY PREPAREDNESS

<ul style="list-style-type: none"> ▪ NUMBER: 	18						
<ul style="list-style-type: none"> ▪ PHASE(S): 	Pre-Departure						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Primary & Secondary Research						
<ul style="list-style-type: none"> ▪ LEARNING: 	Informal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To identify potential health and safety risks associated with international travel.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To practice responding to health and safety emergencies that may occur while abroad and to evaluate these responses.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To develop a comprehensive program-specific, emergency response plan.</td> </tr> </table>	1.	To identify potential health and safety risks associated with international travel.	2.	To practice responding to health and safety emergencies that may occur while abroad and to evaluate these responses.	3.	To develop a comprehensive program-specific, emergency response plan.
1.	To identify potential health and safety risks associated with international travel.						
2.	To practice responding to health and safety emergencies that may occur while abroad and to evaluate these responses.						
3.	To develop a comprehensive program-specific, emergency response plan.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	<p>This tool utilizes small group exercises to develop health and safety protocols for international travel, culminating in a program-specific emergency response plan. Through this process, students explore best practices for responding to potential crises that can arise while traveling abroad. Engaging students in a collaborative process toward preparing an emergency response plan will further sensitize students to the possible risks associated with international travel and better prepare the group as a whole to respond appropriately in the event of an emergency.</p>						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. <i>Facilitate a discussion on previous international travel.</i> Begin by asking students if they have ever encountered a crisis while traveling, how they responded and what, in retrospect, they might have done differently. Ask students what kinds of risks are associated while traveling abroad, specifically on short-term education abroad travel, and what unique health and safety factors are associated with international travel. Introduce the goals of the activity and the process through which the class will develop a program-specific, emergency response plan. 2. <i>Form three groups.</i> Each group will be responsible for researching one broad issue related to health and safety while traveling abroad and preparing a key section of the final emergency response plan. Topics include, 1.) Crime, Safety & Health, 2.) Geography, and 3.) Communication and Emergency Response. If the class enrollment is large, a fourth group may focus on precautions to avoid being subject to anti-American threats while abroad. Partial class time should be allotted for group research. 3. <i>Class presentations.</i> Each group should present their findings and seek class and professor input and feedback. Within one week of class presentations, each group should submit their section for the final emergency response plan. The course professor should merge these sections, making edits as needed, and produce a hard-copy for each student. The document could be supplemented with a class roster, travel itinerary, etc. 4. <i>Facilitate small group discussions of potential emergency scenarios.</i> In small groups, not necessarily the research groups, have students refer to the emergency response plan and other travel documents (i.e., health insurance plan, etc) to brainstorm appropriate responses to potential emergency scenarios (i.e., local unrest, health emergency, incapacitated faculty leader, etc.). 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	Evaluation not needed. If the course is recurring, the group research may be to revise and resubmit, rather than working from scratch.						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Handout, 2 pages (see Appendix 18);						
<ul style="list-style-type: none"> ▪ TIME : 	2-3 partial class sessions, or as needed (pre-departure)						
<ul style="list-style-type: none"> ▪ SOURCE: 	C. Sheldon & A. Ogden, 2009.						

GLOBAL NEWS

<ul style="list-style-type: none"> ▪ NUMBER: 	19						
<ul style="list-style-type: none"> ▪ PHASE(S): 	Pre-Departure, Post-Study Abroad						
<ul style="list-style-type: none"> ▪ THREAD(S): 	Communication						
<ul style="list-style-type: none"> ▪ LEARNING: 	Formal						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>To identify significant current events in the study abroad destination.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>To relate these current events in the study abroad destination to course content.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>To reflect on the global context of local events.</td> </tr> </table>	1.	To identify significant current events in the study abroad destination.	2.	To relate these current events in the study abroad destination to course content.	3.	To reflect on the global context of local events.
1.	To identify significant current events in the study abroad destination.						
2.	To relate these current events in the study abroad destination to course content.						
3.	To reflect on the global context of local events.						
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	<p>Before studying abroad, students are often expected to learn about the history, culture, politics, society, and economy of the host country. Consuming news from local news sources is one way for students to learn how course content is manifested in the local society, to learn about current events, and to learn how global processes are impacting local events in the host country.</p>						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<ol style="list-style-type: none"> 1. <i>Introduce students to the importance of understanding international news.</i> Facilitate a discussion of one or two current events happening in the region where the class will be traveling that relates to the course content. Provide students with a list of reputable local/regional news sources (i.e., online newspapers, weekly news magazines, etc.). As possible, these sources should be native to the destination, not CNN or NBC. Invite students to add to this list. 2. <i>Weekly analytical writing assignment.</i> For each week prior to departure, require students to select one news article, write a brief summary (2-3 paragraphs), and provide an analysis that extends a concept or theme relevant to the focus of the course (less than one page). 3. <i>Weekly presentations.</i> As time allows, invite students to briefly share selected articles and their analytical perspectives with the class. The professor should relate student presentations to course content and frame the discussion toward developing a more informed understanding of the cultural context of the destination. [<i>Option:</i> Create an online discussion forum for students to post weekly writing assignments according to specific content-area threads. Encourage all students to read and respond to each other's postings. Active participation in the discussion forum could count toward the overall course participation grade.] 4. <i>Topic-Specific Reflection.</i> Upon return, have students select a particular topic that has emerged from the course content and weekly assignments. Require students to write a 2-3 page reflection paper on what they learned and how this learning has helped to shape their understanding of the study abroad destination. 5. <i>Optional In-Country Research.</i> Have students narrow their range of topics prior to departure to one or two broad issues. Once on-site, require students to conduct 1-2 interviews with local residents on these issues. The reflection paper should incorporate interview data and their reflections on it. 						
<ul style="list-style-type: none"> ▪ EVALUATION: 	<p>Evaluation happens at two stages: 1.) weekly summaries & analysis, and 2.) final reflection paper. Together, the total assignment can count up to 25% of the overall course grade - 15% for weekly assignments and 10% for the reflection paper.</p>						
<ul style="list-style-type: none"> ▪ MATERIALS: 	Handout, 1 page (see Appendix 19)						
<ul style="list-style-type: none"> ▪ TIME : 	Variable time allotted for weekly presentations and class discussion						
<ul style="list-style-type: none"> ▪ SOURCE: 	S. Barnhart, L. Spess & A. Ogden.						

A TASTE OF CULTURE

▪ NUMBER:	20						
▪ PHASE(S):	Pre-Departure, In-County & Post-Study Abroad						
▪ THREAD(S):	Culture & Identity						
▪ LEARNING:	Formal						
▪ OBJECTIVES:	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%;">1.</td> <td>To learn about different cultures and groups through food.</td> </tr> <tr> <td>2.</td> <td>To gain an understanding of the many roles that food plays in people’s lives.</td> </tr> <tr> <td>3.</td> <td>To more effectively record meaningful experiences and reflections, and to see writing as a tool for cultural exploration and self-discovery.</td> </tr> </table>	1.	To learn about different cultures and groups through food.	2.	To gain an understanding of the many roles that food plays in people’s lives.	3.	To more effectively record meaningful experiences and reflections, and to see writing as a tool for cultural exploration and self-discovery.
1.	To learn about different cultures and groups through food.						
2.	To gain an understanding of the many roles that food plays in people’s lives.						
3.	To more effectively record meaningful experiences and reflections, and to see writing as a tool for cultural exploration and self-discovery.						
▪ DESCRIPTION:	<p>What we consume, how we acquire it, who prepares it, who’s at the table, and who eats first is a form of communication that is rich with cultural meaning. This three-part assignment involves an exploration of how food shapes a people and their culture. Beyond merely nourishing the body, what we eat and with whom we eat can inspire and strengthen the bonds between individuals, communities, and cultures.</p>						
▪ PROCEDURES:	<ol style="list-style-type: none"> 1. Ask students to respond to the question: What role does food play in people’s lives? (Prompts: providing nourishment; giving an opportunity to socialize with family, friends and the community; transmitting culture; defining gender or family roles; representing symbols; giving a national or cultural identity; part of some superstitions). 2. After discussing their responses, explain to students that there are many types of foods associated with different cultural and ethnic groups, traditions and celebrations that feature foods, and different rules about how and when people eat. Foods and rituals help us learn about cultures and groups. 3. Show students a series of photographs, video clips, cookbooks and so forth that depict the food of the host culture. Connect the images to understanding the host culture. 4. As a large group, in small groups or pairs, ask students to describe their family celebrations and daily meals, what food is served, how it is eaten and with whom, how similar and different this is from what you perceive as mainstream America and how this reflects the specific identity of their family and/or culture. What can be learned about the U.S. by analyzing its cultural patterns regarding food? 5. Hand out the assignment and explain the overall goals and structure of the three-part assignment. Review expectations and method of evaluation. 6. <i>Optional.</i> If time allows upon return, consider hosting <i>A Taste of Culture</i>, a dinner in which students prepare dishes from the host culture and display their food journals, photos and other cultural artifacts. This would allow students the opportunity to share their learning with others and thus, broaden the reach of the course. This may also be an effective strategy for the future promotion of the course. Maybe accompany the evening with a film feature the host culture. 						
▪ EVALUATION:	<p>This assignment can be worth up to 25% of the overall course grade: 5% for the pre-departure essay, 15% for the food journal, and 5% for the post-study abroad reflective essay. Students’ responses should be assessed on their ability to demonstrate insight into the many roles that food plays in people’s lives.</p>						
▪ MATERIALS:	Handout, 1 page (see Appendix 20)						
▪ TIME :	One class session (pre-departure)						
▪ SOURCE:	Adapted by A. Ogden, 2009 from www.pbs.org/opb/meaningoffood/						

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Appendix 1 - The Culture Shock Absorber

<p>STEP ONE: <i>Situation</i></p> <p>Describe an event that has happened here since your arrival that led to an unpleasant emotional reaction to the host culture.</p>	
<p>STEP TWO: <i>Expectations</i></p> <p>Identify the behavior you would expect of members of your own culture given the situation described in STEP ONE.</p>	
<p>STEP THREE: <i>Emotion(s)</i></p> <p>Specify the emotion(s) you experienced in the situation described in STEP ONE.</p> <p>Were those emotions <i>strong, moderate, or weak</i>?</p>	<p><input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Weak</p>
<p>STEP FOUR: <i>Automatic Thoughts</i></p> <p>Write the thoughts that came to you automatically as you experienced the event described in STEP ONE.</p> <p>Was your confidence in the truth value of these thoughts <i>strong, moderate, or weak</i>?</p>	<p><input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Weak</p>

<p>STEP FIVE: <i>Classification</i></p> <p>Identify the type of automatic thoughts you are thinking. Does more than one apply?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All of Nothing <input type="checkbox"/> Overgeneralization <input type="checkbox"/> Mental Filter <input type="checkbox"/> Disqualifying the Positive <input type="checkbox"/> Jumping to Conclusions <input type="checkbox"/> Magnification/Minimization <input type="checkbox"/> Emotional Reasoning <input type="checkbox"/> Should Statements <input type="checkbox"/> Labeling <input type="checkbox"/> Personalization <input type="checkbox"/> Other?
<p>STEP SIX: <i>Hypotheses</i></p> <p>Formulate a reasonable hypothesis which might explain the behavior identified in STEP ONE.</p> <p>Is your confidence in the feasibility of this <i>strong, moderate, or weak</i>? Check one.</p>	<p><input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Weak</p>
<p>STEP SEVEN: <i>Re-evaluation of Automatic Thoughts</i></p> <p>Return to STEP FOUR to review your initial automatic thoughts. How confident are you now? Was there any change?</p>	<p><i>Use this space to note any changes.</i></p>
<p>STEP EIGHT: <i>Re-evaluation of Emotion(s)</i></p> <p>Return to STEP THREE to review the emotions you initially experienced with regard to this event. How strong are those emotions now? How have they changed?</p>	<p><i>Use this space to note any changes.</i></p>

Classification Categories for Automatic Thoughts

- **OVERGENERALIZATION/JUMPING TO CONCLUSIONS.** Often using the words "always" and "never," you observe a single negative event and describe it to yourself as if it represented a pattern of endless repetition.
You are treated rudely by a restaurant waiter. Your automatic thoughts: "These waiters are always rude to foreigners. They are always so cold and impartial."
- **ALL OR NOTHING.** You interpret events in terms of black and white; either they are good or they are bad. There is no room for shades of gray. The local culture must meet your expectations 100% or not at all.
A taxi driver does not stop for you. You assume s/he is refusing you because of your apparent "foreignness."
- **MENTAL FILTER.** You strain your observations through a kind of mental filter that leaves only negative details to be evaluated while positive ones slip through the holes. (You dwell on the negative)
You join a student activity while abroad and one local student exhibits behaviors that are considered arrogant, sexist and discriminatory. He is a problem and even the other club members avoid him. Nevertheless, you decide that you will not participate in this activity again. He has ruined the experience for you. In describing the activity, you attribute to the whole the personality features of the single person. You do not recount any positive aspects of the experience.
- **DISQUALIFYING THE POSITIVE.** You distort positive experiences so that they become negative ones.
A local person is especially friendly to you. You think: "She's just being nice because she wants something."
- **MAGNIFICATION.** You exaggerate the severity of problems in the local culture.
You observe that local university students are seemingly not career oriented and conclude that this will ultimately cripple the future economy.
- **MINIMIZATION.** You discount the strengths of the local culture.
You learn that a majority of young people graduate from high school and many continue on to college, but you assert that the quality of education is poor.
- **"SHOULD" STATEMENTS.** You have certain expectations of the culture and its members. When they are not met, you get angry and judgmental saying, "they SHOULD do this or that."
You observe that women and men have different roles and expectations in the local society. You are amazed and think: "A nation as rich and technologically advanced as this SHOULD provide equal opportunities for women to pursue a challenging career."
- **LABELING.** You engage in name calling, applying a negative label to the country and its people.
You observe imported ideas and products and claim that the local people are copycats.
- **PERSONALIZATION.** You assume that the local people are automatically suspicious of foreigners, and that their behavior belies their suspicion.
You are scolded for taking a photograph in a public place. You assume that your foreignness prompted, or at least sanctioned, the outburst.

Source: A. Ogden, 2009

Appendix 2 - Global Learning Contract

Introduction:

The *Global Learning Contract* provides a broad framework for you to develop an individualized learning plan toward becoming a global citizen. The contract requires that you determine specific learning objectives for this course, methods that you will follow in order to achieve these objectives, and a method of evaluation to know when you have achieved them. You are asked to meet with the course professor to discuss your learning contract. At the conclusion of the course, you will need to submit a reflection on your progress toward achieving your objectives and a revised personal statement on what it means to be a global citizen.

Goals:

This learning contract is to be developed and organized around two primary focus areas: *Global Citizenship* and *Academic Development*. The following goals may help guide you in determining your specific learning objectives:

<i>Global Citizenship</i>	<i>Academic Development</i>
<ul style="list-style-type: none"> ▪ Students evaluate social issues and identify instances and examples of global injustice and disparity. ▪ Students examine and respect diverse perspectives and construct an ethic of social service to address global and local issues. ▪ Students correlate local decisions and actions with global consequences of local behaviors and express their personal and professional responsibility to others. ▪ Students recognize their own limitations and abilities to engage successfully in an intercultural encounter. ▪ Students engage in or contribute to volunteer work or assistance in global civic organizations. ▪ Students demonstrate an array of intercultural communication skills. They engage successfully in intercultural encounters. ▪ Students discuss and interpret world issues and events. ▪ Students construct their political voice by synthesizing their global knowledge and experiences in the public domain. ▪ Students will engage in purposeful behaviors that advance a global civic sensitivity. 	<ul style="list-style-type: none"> ▪ Students locate and evaluate information and integrate knowledge from a variety of sources and fields. ▪ Students gain knowledge, and exhibit analytical and organizational skills from peer learning and teamwork. ▪ Students demonstrate a strong desire to achieve their social and academic goals by fully engaging in activity for the learning outcomes of the activity itself. ▪ Students learn with a sense of purpose and develop self-determination and autonomy by correlating academic goals with their social goals. ▪ Students explore adaptive alternatives when faced with difficulties to achieving their goals.

Learning Objectives:

Identify at least two learning objectives in each of the focus areas: Global Citizenship and Academic Development. Using the attached 3-page form, each learning objective should be developed with five distinct sections, as follows.

1. *Learning Objective.* Clearly state your specific learning objective. As you determine your objectives, it may be helpful for you to consider how this experience will relate to your past or present studies, what skills you already possess and what new skills you will develop, and how you may change as a result of this experience. Objectives must be realistic, concrete and able to be observed/or measured.
2. *Methods.* Each learning objective should be accompanied by methods which show how it is to be achieved. If the objective is to acquire knowledge, the methods may include observations, interviews, additional reading, etc. If the objective is to develop a skill, your methods might include simulations, demonstrations, use of video-tapes of performance, etc. If the objective is to enhance self-awareness, keeping a reflection journal could be an effective method. Others could include role playing, discussing critical incidents, attitudinal rating scales, etc.
3. *Methods of Evaluation.* Determine the method of evaluating whether or not you have achieved your goal. How are you going to know that you learned it (evidence)? How are you going to prove that you learned it (verification)? For example, if your goal is to improve your language skills, perhaps one method of evaluation would be passing a certain proficiency level examination.
4. *Resources.* What specific resources will you need to complete each objective? This may include learning resources such as required and supplemental readings, a bilingual dictionary, etc.
5. *Completion Date.* State a realistic completion date for each objective.

Evaluation:

The *Global Learning Contract* is to be submitted in two phases.

Firstly, consult individually with the course professor within three weeks of the start of the semester. Discuss your specific objectives and how you plan to achieve them. A formal, signed copy of the contract should be submitted to the course professor within one week after this initial meeting. Your professor's signature is an indication for you to move ahead with the learning contract. Be sure to make a copy for yourself.

Secondly, by the date indicated in the course syllabus, submit the following two components:

1. *A reflection on your progress toward each learning objective.*
For each objective, briefly describe and analyze your learning experience. Was it possible to act on all of your methods? Did other actions lead to learning relevant to the objectives? You will be evaluated not on whether you've achieved your goals, but on your effort toward realizing them. Please also explain any changes made to your learning objectives.
2. *A brief assessment of your role as a global citizen.*
Reflect on the statement you provided in the Global Learning Contract on what it means to be a global citizen. To what extent do you fit your initial definition, and to what extent have you needed to reevaluate that definition? Attach a one-page revision of your statement on what it means to be a global citizen and assess yourself accordingly.

Global Learning Contract

Student Name:

Course Number & Title:

Primary Major:

Class Year:

1. Please provide a brief explanation of why you enrolled in this course:

2. Please provide a brief overview of what you hope to learn through this course, including the international travel component.

3. Please provide a brief statement of what it means to be a global citizen? What are the most important criteria or characteristics?

Course Professor:

I have met with the student and approve the objectives as indicated on this global learning contract. I agree to be available to meet with the student to discuss his/her progress toward achieving these objectives over the duration of this course.

Student:

I concur with and accept the objectives indicated in this global learning contract. I agree to complete all aspects of the contract to the best of my ability and submit a completed contract and required supplementary materials by the specified due date.

Signature

Date

Signature

Date

Global Citizenship #1:

Learning Goal: <i>What I want to learn.</i>		
Methods: <i>How I am going to learn it.</i>		Method of Evaluation: <i>How I am going to show I learned it.</i>
1.		
2.		
3.		
4.		
5.		
Resources: <i>What I will need to learn it.</i>		
Completion Date: <i>By when will I learn it.</i>		

Global Citizenship #2:

Learning Goal: <i>What I want to learn.</i>		
Methods: <i>How I am going to learn it.</i>		Method of Evaluation: <i>How I am going to show I learned it.</i>
1.		
2.		
3.		
4.		
5.		
Resources: <i>What I will need to learn it.</i>		
Completion Date: <i>By when will I learn it.</i>		

Academic Development #1:

Learning Goal: <i>What I want to learn.</i>		
Methods: <i>How I am going to learn it.</i>		Method of Evaluation: <i>How I am going to show I learned it.</i>
1.		
2.		
3.		
4.		
5.		
Resources: <i>What I will need to learn it.</i>		
Completion Date: <i>By when will I learn it.</i>		

Academic Development #2:

Learning Goal: <i>What I want to learn.</i>		
Methods: <i>How I am going to learn it.</i>		Method of Evaluation: <i>How I am going to show I learned it.</i>
1.		
2.		
3.		
4.		
5.		
Resources: <i>What I will need to learn it.</i>		
Completion Date: <i>By when will I learn it.</i>		

Appendix 3 – U.S. American Identity Abroad

While abroad you are likely to encounter occasions when the host nationals will make stereotypical comments about the U.S. and its citizens. On the positive side, U.S. Americans are often seen as friendly, outgoing, ambitious, hard-working, and innovative. On the negative side, U.S. Americans can be regarded as arrogant, ignorant about the world, loud/obnoxious, excessively informal, disrespectful of authority, wasteful, racist, materialistic, and sexually promiscuous.

Many students are completely taken by surprise when they travel abroad and find out that some people have negative things to say about the U.S. It may be uncomfortable for you to hear your country being criticized, especially so if you have never before encountered anti-American sentiment. Be prepared for questions like, “Why do Americans think its okay to carry handguns?” or “Why do Americans love big gas guzzling cars so much?”

There are several ways to answer such questions, but it is useful to first acknowledge that most people develop over-simplified images of others.

Stereotypes vs. Generalizations

Stereotypes are the automatic application of information we have about a country or culture group, both positive and negative, to every individual in it. This information is often based on limited experience with the culture, so it is incomplete at best. If you consider only stereotypes when learning about a culture, you limit your understanding of the host culture and run the risk of offending others.

Generalizations recognize that there may be a tendency for people within a culture group to share certain values, beliefs and behaviors. Generalizations can also be based on incomplete or false information, but you are less likely to get into trouble with a generalization because you are using that information with caution, you are constantly testing and revising your ideas, and while you are searching for general patterns in the culture, you never assume that every person will act the same way.

Stereotype	Generalization
Americans are friendly.	→ <i>Many U.S. Americans are interested in making the acquaintance of people from other countries for a variety of reasons.</i>
Americans are superficial.	→ <i>People from other countries may initially perceive U.S. Americans to be superficial or insincere.</i>
The French are rude.	→ <i>Many French seem to respond rudely or impatiently to U.S. Americans.</i>
Spaniards are laid-back.	→ <i>Some Spaniards seem less punctual and more flexible than northern Europeans.</i>

Assignment:

1. *Part One.* Many of us grew up with adults trying to teach us the Golden Rule: *Do unto others as you would have them do unto you.* While this works pretty well with people from the same culture group, it does not necessarily work well in international settings. Instead the Platinum Rule may more aptly apply: *Do unto others as they would have done unto themselves.*

Thinking ahead to the study abroad experience, write a 1-2 page reflective essay answering the question: How might you go about discovering how people in the host culture would like to be treated?

2. *Part Two*. Often students return from abroad feeling that their attitudes toward the U.S. changed during their time abroad. The changes are both positive and negative, ranging from renewed appreciation for personal freedoms to newfound disgust for U.S. materialism.

Upon your return from studying abroad, write a 2-3 page reflective essay on how your attitudes toward the U.S. have changed as a result of the international experience. Also, comment on how your attitudes toward the host country have changed.

Evaluation:

This assignment is worth 10% of your overall course grade – 5% for each reflective essay. You will be assessed on the completeness and thoughtfulness of your writing. Remember that the goal of this assignment is to encourage you to think critically about how stereotypes impact intercultural learning. Be sure that your writing reflects this.

Additional Reading:

- Dolby, N. (2004). "Encountering an American Self: Study Abroad and National Identity." *Comparative Education Review*. vol. 48, no. 2.
- Kohls, L. R. (1984) *The Values Americans Live By*.
[<http://web1.msue.msu.edu/intext/global/americanvalues.pdf>]
- Zemach-Bersin, T. (2008, March 7). "American Students Abroad Can't be Global Citizens." *Chronicle of Higher Education*. vol. 54, issue 26, pg. 34.

Source:

Adapted by S. Knell & A. Ogden from:

- Paige, R. et al (2006) *Maximizing Study Abroad* (2nd Ed.). Minneapolis, MN: University of Minnesota.
- Costa, H. & Goodkin, K. (2006) *American Identity Abroad*. Glimpse Study Abroad Acclimation Guides. [www.glimpse.org/]

Appendix 4 – Intercultural Scavenger Hunt

Education

You may gather information through interviews with local residents, observations or from local newspapers, flyers, etc. Do not use travel guides, the Internet or non-local sources. As appropriate, collect artifacts for your group show-n-tell presentation (i.e., photos, menus, flyers, etc.). Be sure to jot down how your group learned the answers to each of the questions.

1. How many schools are in the city/town? Colleges and universities?
 2. How is the local education system structured? What level of education do people from each generation complete?
 3. How long is the school day? How is it structured?
 4. Are foreign languages, multiple national languages or local dialectics taught in schools? If so, are any required and to what degree of proficiency?
 5. To what extent are parents involved in their children's education?
-

Communication

You may gather information through interviews with local residents, observations or from local newspapers, flyers, etc. Do not use travel guides, the Internet or non-local sources. As appropriate, collect artifacts for your group show-n-tell presentation (i.e., photos, menus, flyers, etc.). Be sure to jot down how your group learned the answers to each of the questions.

1. What types of communication are available? Landlines? Cell phones? Which do most people use? What are the most popular companies?
2. Do local residents generally have Internet in their homes? Do they go to Internet cafes? How much does it cost?
3. Is there a post office in town? How much do you need to mail a standard letter domestically and to the United States?
4. What do people generally talk about? What topics are considered private or taboo, or those topics usually reserved for close friends and family members? What topics are considered public?
5. What do local residents think of U.S. Americans?

Work

You may gather information through interviews with local residents, observations or from local newspapers, flyers, etc. Do not use travel guides, the Internet or non-local sources. As appropriate, collect artifacts for your group show-n-tell presentation (i.e., photos, menus, flyers, etc.). Be sure to jot down how your group learned the answers to each of the questions.

1. What are the major industries in the town? What are the most respected occupations?
2. What time does the work day start and end?
3. To what extent is gender equality present within the workplace?
4. Is the workplace egalitarian, hierarchical or otherwise? To what extent is the workplace relationship vs. task oriented?
5. Is economic globalization impacting the region? If so, in what ways (positive and negative)?

Emergency Services

You may gather information through interviews with local residents, observations or from local newspapers, flyers, etc. Do not use travel guides, the Internet or non-local sources. As appropriate, collect artifacts for your group show-n-tell presentation (i.e., photos, menus, flyers, etc.). Be sure to jot down how your group learned the answers to each of the questions.

1. Is there a medical clinic in town? A hospital? Is there ambulance service? If not, where is the nearest one?
2. Is there a fire station? A police station? How are fire emergencies handled? What crime statistics are available for the community?
3. What areas of town are considered less safe?
4. In what ways do international students publicly stand out. Provide three examples.
5. Have there been any military conflicts in the last 100 years? If so, please describe the reasons that led to such conflicts and the eventual outcomes (if known).

Entertainment

You may gather information through interviews with local residents, observations or from local newspapers, flyers, etc. Do not use travel guides, the Internet or non-local sources. As appropriate, collect artifacts for your group show-n-tell presentation (i.e., photos, menus, flyers, etc.). Be sure to jot down how your group learned the answers to each of the questions.

1. Is there a movie theater in town? What have been the most popular films in recent years?
2. Do people attend sporting events? What kind? What are the most popular teams in the local community? Who are the rival teams?
3. Are there dance clubs or bars? What hours do they operate? Is there a minimum drinking age? If not, why?
4. What are the most popular forms of entertainment for university students? Do students tend to book outings in advance or rely more on impromptu gatherings? Give examples.
5. Give examples of popular culture that have been imported from abroad.

Recreation

You may gather information through interviews with local residents, observations or from local newspapers, flyers, etc. Do not use travel guides, the Internet or non-local sources. As appropriate, collect artifacts for your group show-n-tell presentation (i.e., photos, menus, flyers, etc.). Be sure to jot down how your group learned the answers to each of the questions.

1. What are the public recreation facilities (soccer fields, basketball courts, recreation centers, etc)? Are there organized community sports teams?
2. Are there public parks? National/provincial parks or forests? Recreational rivers or lakes? How are they viewed by the local residents?
3. What do people do with their families/friends when they have free time? To what extent do people engage in local volunteerism and community service activities?
4. How does one develop friendships? What are the social norms around dating and socialization?
5. Do people travel internationally for leisure? If so, what are the popular destinations and why?

Media

You may gather information through interviews with local residents, observations or from local newspapers, flyers, etc. Do not use travel guides, the Internet or non-local sources. As appropriate, collect artifacts for your group show-n-tell presentation (i.e., photos, menus, flyers, etc.). Be sure to jot down how your group learned the answers to each of the questions.

1. What is the name of the local newspaper or is only a national one available? Is there more than one? If so, which one do most people prefer and why?
2. What is a popular local radio station? Describe one or two popular programs on the station?
3. Find one monument or statue. What is the history associated with it?
4. What are the most pressing political issues on the minds of the local populace?
5. To what extent is international news considered? What have been the major news issues in the last twelve months.

Food

You may gather information through interviews with local residents, observations or from local newspapers, flyers, etc. Do not use travel guides, the Internet or non-local sources. As appropriate, collect artifacts for your group show-n-tell presentation (i.e., photos, menus, flyers, etc.). Be sure to jot down how your group learned the answers to each of the questions.

1. Are there supermarkets in town? How many? Names? Is there a vegetable/fruit market? A meat market? A bakery? Are there small stores in town where people might buy groceries? Names?
2. When people dine out, what types of restaurants are most popular? If possible, obtain a copy of a menu to one of these popular restaurants. What is the most popular dish these days?
3. What table manners are considered offensive?
4. To what extent is negotiating or bartering acceptable in the local community? Are there specific rules for bartering?
5. What major food items are imported and exported? Have there been any problems with this process in recent years?

Religion

You may gather information through interviews with local residents, observations or from local newspapers, flyers, etc. Do not use travel guides, the Internet or non-local sources. As appropriate, collect artifacts for your group show-n-tell presentation (i.e., photos, menus, flyers, etc.). Be sure to jot down how your group learned the answers to each of the questions.

1. What is the major religion in the city/town? Are there churches/synagogues/mosques/temples?
2. Are there any services conducted in English? If so, when and where?
3. Describe one or two major practices or beliefs common with a dominant religion and how these views influence general societal norms and values?
4. To what extent is the general society heavily influenced by religion? Are there certain ways of dress or customs that would be found offensive?
5. How is religion viewed by the government? Is the government non-sectarian?

Appendix 5 – My Experience in Pictures

A picture is worth a thousand words!

Taking photographs will be a common pastime for you and your classmates during your international travels. This assignment will give you an opportunity to use your camera view finder as a means through which to better understand the host culture and expand your knowledge of a particular global issue. In doing so, you will learn to be a more careful and astute observer and engage in conscientious reflection of your experiences. Who knows, you might even become a better photographer in the process!

Assignment:

1. *Global Issues Theme.* Think about a particular global issue or a central topic of the course this semester that particularly interests you. The focus of this assignment will be to document this issue or topic with photographs that you take while abroad. So, you will need to think carefully about this issue and begin to consider how it is manifested in the country you'll be visiting. While abroad, you will take photographs that demonstrate or provide evidence of this issue. For example, if you are focusing on a particular environmental issue, your photographs might be of people working to address the issue or of scenes that show the severity of the issue firsthand. Other potential global issues might include energy conservation, global branding, immigration, terrorism, political situations, etc.
2. *Photo Album.* Upon return, select 8-10 photos taken during your time abroad and compose 2-3 succinct paragraphs contextualizing each photo and interpreting its significance to the global issue. This is not a simple caption, but specific text that uses the photo to explain an aspect of the larger global issue. As such, you may need to refer to reading assigned in the course or other secondary sources in your descriptions. Organize your photographs and descriptions in a photo album with other mementos or evidence of the global issue. Be sure to cite your references.
3. *Open House.* The final class meeting will be an Open House, during which each student will share his/her photo album with the class and invited guests. This is a key opportunity to present the global issue in a public forum and to teach others of its importance. Your research and photographs should support your position on the issue.

Photography Etiquette:

How do you know what is appropriate photo etiquette in different countries? It is never easy, but there are some good general rules that you can apply while abroad. For example, ask permission before taking someone's photo. Do not put yourself or anyone else in danger. When in doubt as to whether something is appropriate, it is usually best just to ask. Here's a helpful website:

<http://photocritic.org/the-world-through-a-lens-photo-etiquette/>

Evaluation:

You will not be graded on your photography skills. Rather, your grade will be based on how your photos and descriptions document evidence of the global issue. The assignment will count for 20% of your overall course grade.

Source:

M. Reinig & A. Ogden, 2009

Appendix 6 – Blog Abroad

Not all journals are private and not all are kept in paper and pencil. The Internet has revolutionized journaling and created the blog, short for “web log”. Blogs are easily updatable web pages where you can keep a running journal. Usually a blog will have some personal information as well as a description of the themes the person will be most likely writing about. Most blogs are free and you can update them from anywhere. In this course, you’ll be writing your own blog, so tell your family and friends about it!

Assignment:

1. *Global Issues*. Being prepared for study abroad requires having a global outlook. Begin reading and thinking about the role of the U.S. in the world and impressions of the U.S. held in other countries. Think about the effect globalization has had on different countries or regions of the world. Prior to departure, upload 3-5 carefully written posts to your blog on the theme of “global issues.” Consider the following topics:
 - Common stereotypes of U.S. Americans
 - Positive and negative viewpoints of globalization
 - Global issues and events
 - Global warming
 - Multinational organizations and the allocation of resources
2. *Expanding Worldview*. We each have different cultural perspectives that shape our worldview but as we encounter other cultures, our worldviews change and expand. What are the limitations of your worldview? While abroad, upload 2-3 carefully written posts to your blog on the general theme of “expanding my worldview.” Include one or two related photos taken while abroad. Consider the following topics:
 - Global injustice and disparities
 - Multiple interpretations of global issues and events
 - Global consequences of local behaviors
 - Anti-American sentiment
 - Differing ways of living and being in the world (lifestyle, consumption, etc.)
3. *Global Citizenship*. Are you a global citizen? What does being a global citizen really mean? Reflecting on your experiences abroad, think about what it means to be a global citizen. After returning home, upload 2-3 carefully written posts to your blog on the general theme of “what it means to be a global citizen.” Consider the following topics:
 - Thinking globally, acting locally
 - Social responsibility
 - Global interconnectedness and personal responsibility
 - Advancement of global awareness and civic engagement
 - Global competence

Additional Requirement:

Throughout the course, you are encouraged not only to share your blog with others, but to also read the blogs of other students in the class. As you read the reflections that others have gathered, post your responses or commentary. Do so respectfully and in the spirit of open and constructive dialogue. You are required to upload at least three responses on each of the three broad themes.

A Blogger's Code of Ethics:

You should recognize that you are publishing words publicly and therefore have certain obligations to your readers and to the people and places you write about. CyberJournalist.net has created a model *Blogger's Code of Ethics*. You are strongly encouraged to read over these ethics. For now, remember always to be honest and fair in gathering, reporting and interpreting information, treat sources and subjects as human beings deserving of respect, and be accountable for what your post.

Helpful Websites:

There are numerous Internet sites which can host your blog free of charge. Be sure to let the course professor and other students know where to find your blog. Check out one of these sites:

- Blogger [www.blogger.com/start]
- Blog Abroad [www.studyabroad.com/blog-abroad/]
- National Geographic Glimpse [<http://glimpse.org/>]

Helpful Reading:

- Wagner, K. & Magistrale, T. *Writing Across Culture: An Introduction to Study Abroad and the Writing Process*, 1997.

Evaluation:

Your blog will be assessed on the depth of insight into the three themes and the level of self-reflection demonstrated in the entries. The assignment will count for 30% of your overall course grade. Your comments on the blogs of other students will factor into the course participation grade.

Source:

A. Ogden & M. Reinig, 2009

Appendix 7 – Global Health Matters

When students in the U.S. hear the term “global health,” most think of health problems specific to developing countries. But global health matters to everyone, not just to those living in developing countries. Addressing global health issues requires that all people collaborate to improve public health services in all nations, rich or poor, and stop disease outbreaks at their source. This assignment has been designed to expand your awareness of global health issues and to increase your understanding of how health policy and policy advocacy impact health outcomes.

What is Global Health?

Global health refers to health problems that transcend national borders—problems such as infectious and insect-borne diseases that can spread from one country to another. It also includes health problems that are of such magnitude that they have a global political and economic impact.

Global health problems are best addressed by cooperative actions and solutions that involve more than one country. Because global health problems can move across national borders, countries can learn from one another’s experiences, both in how diseases spread and in how they can be treated and controlled. Cooperation across countries is essential to addressing those health problems that transcend borders.

Assignment:

1. *Issue Brief.* Research a specific health issue or problem that is directly affecting the country or region where the class will be traveling. Your assignment is to produce a well-crafted, 3-4 page issue brief to convince a policy-maker, agency or institution of the seriousness of an issue that requires a policy solution. This issue can address any major health problem, from HIV/AIDS, reproductive health, child health, infectious diseases, etc. The issue brief should provide well-researched, current and factual information on the selected issue. Be sure to indicate who the selected policy-maker, agency or institution is.
2. *Field Journal.* While abroad, take time to gather primary data on the specific health issue or problem. For example, interview a local policy-maker or agency/institution representative who is working to address the problem. If appropriate, interview someone who has been directly or indirectly affected by the problem. Collect public information that addresses the issue, such as brochures, flyers, photos, etc. You should have at least three entries in your field journal. The final journal will be due shortly after returning from abroad.
3. *Policy Brief.* Upon return, write a 3-4 page policy brief to convince a policy-maker, agency or institution of the urgency of the problem that was presented in your issue brief. In this policy brief extend a rationale for adopting a recommended course of action, noting immediate, short-term actions and longer-term strategic goals. Your policy brief should serve as an impetus that drives a decision-maker to action. Clearly and persuasively outline the rationale for your selected solution as well as a defense against alternative policy recommendations not selected. The policy brief should be well researched, current, factual, and outline funding feasibility.
4. *Presentation.* If class time allows, you will be given a 10-minute time slot to present your issue and policy recommendations to the class. Prepare as if you are truly delivering the policy brief to the policy-maker, agency or institution you’ve identified.

Evaluation:

This assignment is worth 40% of your overall grade: 15% for the issue brief, 10% for the field journal, and 15% for the policy brief and presentation. The assignment will be assessed on your demonstrated understanding of the global health issue and your ability to offer realistic policy recommendations that are grounded in the local context.

Helpful Websites:

- Global Health Council
[www.globalhealth.org/]
- Families USA
[www.familiesusa.org/]

Helpful Reading:

- Beyrer, C. *Public Health and Human Rights: Evidence-Based Approaches*, 2007.
- Haider, M. *Global Public Health Communication: Challenges, Perspectives, and Strategies*, 2005.
- Hubley, J. *Communicating Health: An Action Guide to Health Education and Health Promotion*, 2004.
- Laverack, G. *Public Health: Power, Empowerment and Professional Practice*, 2005.
- Stald, G. *Global Encounters: Media and Cultural Transformation*, 2003.

Source:

A. Ogden & S. Knell, 2009

Appendix 8 – Journaling Across Cultures

Introduction:

One of the most valuable and relatively painless activities you can do to enhance your international and intercultural experience is to keep a journal. No matter how amazing and unforgettable your experience may seem, it doesn't take long before your memories begin to fade. Keeping a journal gives you a record of events, activities, and thoughts. More importantly, it actively engages you in your personal overseas journey through thinking, interpreting and analyzing intercultural experiences. It may also help you remember the academic content of the class and will help you articulate how this course is transforming you into a global citizen. Your journal will be read and graded once before the abroad course component and then periodically during and after the time abroad.

Goals:

The broad goal of this course is to support you in developing academically and as a global citizen. As you begin writing in your journal, keep in mind that writing of this nature is not just for displaying knowledge but can also be useful in acquiring knowledge, support, and expanding your initial perceptions of a new culture. Journaling encourages new ways of conceptualizing your international experiences.

Consider the following focus areas when making your journal entries:

- *Social Responsibility.* What experiences have you had that have influenced your perceptions of global interdependence and social concern for others, to society and to the environment?
- *Global Competence.* In intercultural encounters, it is important to have an open mind while actively seeking to understand the cultural norms and expectations of others and leveraging this gained knowledge to interact, communicate and work effectively outside your comfort zone. What experiences have you had that have forced you to recognize your limitations to engage successfully in intercultural encounters?
- *Global Civic Engagement.* International experiences often encourage students to recognize local, state, national and global community issues and to respond through actions such as volunteerism, political activism and community participation. Have you had experiences that have made you want to do something about local or global community needs?
- *Academic Self-Concept.* International education opportunities can bring about a newfound awareness of one's academic abilities, for the better in most cases. How has this international experience influenced your academic abilities and confidence?
- *Academic Self-Efficacy.* Similarly, studying abroad can require modifications in your approaches to studying and completing course work. How has your academic learning style developed as a result of this international experience?

Journal Structure:

Please structure your journal as three distinct sections:

1. *Expressives*—In this section, reflect on the focus areas listed above. While you may have described an event in one of the other sections of the journal, you may then make an entry in this section to record what you thought and felt about that event. Consider how this is influencing your academic learning and your development as a global citizen.

2. *Impressions*—This is the section of your journal where entries will be made chronologically. This section is for jotting down the places, people, events, concepts, ideas, smells, signs and other things you remember. Be detailed in this section with dates and the names of people, places, events, cities, etc. This is also a good place to attach brochures, maps, postcards and other meaningful materials.
3. *Narratives*—This section awakens/satisfies the storyteller in you. You will undoubtedly have many stories – good, bad, funny, and otherwise. Write about them in this section before you forget them. Tap into your descriptive abilities to create a vivid picture of what you experienced.

Evaluation:

The journal will be reviewed once before the abroad component of this course, periodically during your trip, and then one other time at the end of the course. Specific submission dates will be announced.

Top Ten Tips for Keeping a Journal:

Adapted from John Sunnygard (IES Abroad)

1. Number your pages and divide your sections early on. Decide which section you probably will be writing in more than others. Then, divide the rest of the journal somewhat equally among the other two sections.
2. A hardcover book is the best. A loose-leaf binder would work, but it's not as sturdy and may not survive your travels.
3. Try to write at least one entry every day. Date each entry.
4. Carry around a little notebook to write things down that you want to remember – names, places, quotes, descriptive words as they come to mind – and transfer them later into your *Impressions* section.
5. Include impressions from classroom lectures, discussions and assignments. By recording your impressions of your academic environment, you are actively using classroom material to enhance your cultural experience. You can compare and contrast what you learn in class with what you learn outside of the classroom.
6. Experiment! Assign yourself different personal research exercises such as: Interview a local person, and/or take time to sit and observe how people interact in coffee shops, theatres, or public places.
7. Ethnocentric moments are reactions based on your own cultural assumptions, to local situations and events. Recording an experience at the post office or a restaurant will help you to analyze your own cultural values. Re-reading them later on can be a source of a good laugh.
8. Record how people respond to you. You may feel misunderstood, uncertain how to respond or relate, or lost because people do things differently. By imagining how your actions might be interpreted differently by others, you can begin to understand different points of view.
9. Make it your own. Include photos, sketches, song lyrics, whatever inspires you. Tape memorabilia to the cover or inside, attach articles, photographs, or other special mementos. You may also wish to write in the local language. Keep a vocabulary section of new slang terms and expressions you have learned.
10. Critique your notebook. How do your perspectives change? What do you choose to write about, and how does this change? How do you see yourself growing academically and as a global citizen?

Source: D. Morais & A. Ogden, 2009

Appendix 9 – Lost in Translation

Introduction:

One of the most valuable things you can do to boost your language learning potential while abroad is to keep a record of your progress. This assignment gives you a way to keep track of what you do every day as you use the language in both structured and unstructured settings. It will also serve as a record of your first impressions of using the language in context. It should be both interesting and valuable to record your learning as you become acquainted with the language and culture.

Assignment:

1. *Language Learning Journal*. During your time abroad, keep a journal in which you record daily entries of your progress toward learning the language. A hardcover book is the best. A loose-leaf binder would work but it's not as sturdy and may not survive your travels. See below for a recommended journal structure. The final journal will be due within two weeks of returning from abroad.
2. *Tips for Language Learning*. Reflect on the many ways you went about learning the language during your time abroad. Narrow this down to 3-5 tips for learning the language. Be succinct, creative and realistic. Your tips will be merged with those from other students to create a *Top Ten Tips* for language learning in short-term, education abroad experiences.

Journal Structure:

While there is no prescribed structure for your journal, it is important that you make daily entries. Put in as much detail as you can. Here are some highly recommended sections for how you might structure your journal.

1. *It's up to me!*

In traditional language learning situations students usually let their instructors set goals, plan and evaluate learning. If you really want to improve your language proficiency through your time abroad, it will be up to you to take charge and set your own learning goals. Doing so will help increase your motivation and the likelihood of continuing your learning upon return. So, what will you do to truly maximize your brief time abroad? Use this section of your journal to lay out your learning goals.

2. *Pardon my French!*

You'll quickly see that native speakers use slang, idioms, proverbs and a host of other expressions that are not found in a typical language textbook. As well, a regional dialect or particular speech patterns may be used in the area where you will be traveling. In this section of your journal, note these usages and have fun with it. You'll be speaking like a native in no time at all!

3. *Oops, I put my foot in it!*

Mistakes are an inseparable part of the language learning process. The only way to avoid language mistakes would be to avoid speaking and writing in the new language, and that wouldn't be so good. So, why not have fun with it! Use this section of your journal to write about your language mistakes and what reactions they created. What would have been the correct usage? Be sure to laugh at yourself along the way.

4. *Yep, that about says it all!*

Learning long lists of unrelated words can be boring and difficult. If you focus on learning words in context you're most likely to recall them when you need to use them again. Use this section of your journal to note the many new words you learn while abroad. Then try constructing sentences using these words. And remember, you're not alone. Be sure to use these new words and sentences in conversation with other students and native speakers.

5. *How are you? I'm fine, thank you, and you?*

Familiarity with the grammar of a language enables you to understand it, and also to construct your own phrases and sentences. So, how about selecting one sentence structure to practice each day while you're abroad? Use this section of your journal to note a sentence structure for each day and all the various ways you were able to use it. Write down the specific phrases you created throughout each day.

6. *Ok, let's see it!*

While abroad, you'll not just hear the language but you're going to see it all around you. Whether on advertisements in a local train, on billboards along the roadside or on packaging in the supermarket, you'll soon get familiar to seeing the language. Use this section of your journal to illustrate what you see along the way. Use photos you've taken, clippings from magazines or even add your own drawings. Note what stands out as funny, odd, strange or confusing to you and be sure to add a brief caption explaining what each entry means.

7. *Odds & Ends.*

Here's the place to note just about anything else you want regarding the language and your learning. How about recording your initial impressions of using the language in context? Maybe use this space to list the specific materials and tools you used to help you with the language, including dictionaries, textbooks, phrasebooks, online lessons, electronic translators. Maybe also write the names and contact information of those who helped you with the language while you were abroad.

Evaluation:

This two-part assignment is worth 30% of your overall grade: 25% for the *Language Learning Journal* and 5% for your *Tips for Language Learning*. The journal will be assessed on your demonstrated effort toward learning the language and the depth and breadth of your daily entries. Your tips for language learning will be assessed on their originality and realistic application to short-term, education abroad experiences.

Source:

A. Ogden, 2009

Appendix 10 – The Ethnographic Interview

Living and learning alongside people in other cultures in an attempt to understand a culture is at the very core of cultural anthropology. Where ethnographers seek to understand and describe culture, so can students. In the course of an education abroad experience, you can learn basic skills of ethnographic inquiry as a paradigm through which to take aspects of the new culture as subject of serious study. This kind of inquiry can lead you beyond simply becoming more knowledgeable of a particular culture, but to becoming a more insightful, patient and introspective cultural explorer.

What is Ethnography?

Ethnography has a long history within the field of cultural anthropology, beginning with the early fieldwork of such notable scholars as Margaret Mead, Bronislaw Malinowski, and Clifford Geertz. As a qualitative research method, ethnography seeks to describe and to understand another way of life from the native point of view. The goal of ethnography, as Malinowski put it, is “to grasp the native’s point of view, his relation to life, to realize his vision of his world” (1922). According to Spradley, “Ethnography offers us the chance to step outside of our narrow cultural backgrounds, to set aside our socially inherited ethnocentrism, if only for a brief period, and to apprehend the world from the viewpoint of other human beings who live by different meaning systems” (1979).

In other words, ethnography is concerned with the meaning of actions and events to the people we seek to understand. Rather than manipulate variables or proceed from a research hypothesis, both questions and answers must be discovered in the social setting being studied. Ethnographic fieldwork usually involves conducting observation, interviewing informants, note-taking, making maps, collecting life histories, analyzing folklore, charting kinship, keeping a diary, audio and videotaping, collection of relevant materials and documents, keeping a field journal, and taking photographs.

Selecting an Informant

Your goal in this assignment is to interview a local person, an *informant*, to produce a written ethnographic analysis. This is more than a retelling of the interview, for it also aims to cite and sort the values, attitudes and assumptions of the informant. Your role is to learn from this person, to be taught by him or her. Remember that informants are human beings with problems, concerns, and interests. Also keep in mind that your values may not coincide with the informant’s. As you will not have much time while abroad, it may be best to interview a local student, a homestay parent, a local guide, etc. Be careful to choose someone with whom you can follow-up, if necessary.

Preparing for the Interview

Successfully interviewing informants depends on a cluster of skills. These include: asking questions, listening instead of talking, taking a passive rather than an assertive role, expressing verbal interest in the other person, and showing interest by appropriate eye contact and other nonverbal means.

When preparing your interview, think about the kinds of ethnographic questions you will use. There should be a mix of *descriptive* and *structural* questions. Descriptive questions are broad and general, allowing people to describe their experiences, their daily activities, and objects and people in their lives. Structural questions are more specific and explore responses offered to descriptive questions. They allow you to find out how informants have organized their knowledge.

Conducting the Interview

It is best to think of the ethnographic interview as friendly conversation. A few minutes of easygoing talk interspersed here and there throughout the interview will help with developing and maintaining rapport. Here are a few other tips:

- *Expressing Interest.* Use both verbal cues and nonverbal cues to let the informant know that you are interested in what he or she is saying, and want him/her to continue.
- *Expressing Ignorance.* Even if you have already heard what the informant is telling you, try to make sure that you show interest and that you would like to know more.
- *Avoid repetition.* Make sure that the questions you are asking are not redundant.
- *Taking turns.* Even though you really want to know more about the person you are interviewing, try to make sure that you engage your informant in a two-way conversation. Turn taking helps keep the encounter balanced.
- *Repeat* the informant's answer to make sure that you understood well; do not try to make your own interpretation or paraphrase what has been said.

Ethical Principles

When conducting ethnographic research, there are ethical principles that you should keep in mind. For example, be sure to safeguard your informant's rights, interests and sensitivities. Communicate the aims of the interview as well as possible to the informant. Your informant should have the right to remain anonymous and speak "off record." There should be no exploitation of informants for personal gain. Finally, make your final paper available to your informant.

Assignment:

Select one of the three options below and complete the assignment accordingly. When carrying out the interview, consider bringing a tape recorder. Doing so will allow you to refer back to the interview, but be sure to get permission from the informant before taping the interview. You are not required to transcribe the interview. Informants should be encouraged to speak in their own language or dialect. If you cannot conduct the interview in the informant's native language, be sure to work with someone who is comfortable communicating in English.

Option One: *Charting Kinship*

Interview someone in the local culture and make as complete a genealogical chart for him or her as possible. Your informant should be assigned "Ego" on your chart. Assign appropriate terms to each individual: full name, relation such as "cousin" (the term your informant would use in referring to the relative), and the term of address your informant uses, such as "Mom," "Uncle Joe," "Grandma." For the sake of clarity, place the terms of address in quotation marks. If your informant did not know the person and therefore had no term of address for him or her, you may simply draw a line to indicate the lack of a term. Use Δ for males, \circ for females, and = for marriage/tie.

If your informant's chart reveals patterns that are different from those you know well, you should ask questions that suggest themselves as most likely to lead to a clear explanation of what lies behind the information collected.

After conducting the interview and constructing the genealogical chart, write a brief reflection of one or two aspects of the kinship system in the local culture that was particularly salient in your interview—for example, how offspring are brought up, prevalence of divorce, or how inheritance of property or position is regulated. You may need to reference additional sources.

Option Two: *Documenting a Process*

Select someone who will agree to be your informant in showing you how to do a particular activity, and in discussing with you the social and cultural implications of that activity. Do not choose a skill or craft that requires a great deal of abstract explanation. For example, do not ask a concert pianist to explain how to interpret a Chopin etude. It is best to begin to hone your data-gathering skills with an activity that is relatively accessible. Find out, for example, how to cook a particular dish, fashion a piece of jewelry, make an *origami* crane, use the local transportation system, etc. Be sure that your informant is one who does this frequently and knows something about it beyond following the directions in a how-to manual.

Your report should be in two parts. The first part should be a step-by-step description of how to do the particular activity, including a description of all materials and tools used. You may use a sequence of photos or sketches accompanied by explanatory captions. Be sure your details are specific and clear, as if you were describing the activity to someone who is completely unfamiliar with the activity. This exercise should sharpen your powers of observation and description and also train you to ask increasingly precise questions about your subject.

The second part should be a general discussion of what meaning or relevance the activity has for the informant. Find out how your informant came to be interested in this activity in the first place. You should attempt to find out the values and attitudes that are attached to this activity.

Option Three: *Collecting Life Histories*

Life histories are a kind of description that offers an understanding of foreign cultures. They reveal the details of a single person's life and in the process show important parts of the culture.

Conduct a life history interview of an informant. This is to be a nondirective interview, so that it is, as much as possible, the informant's own story in every way, emphasizing what he or she thinks is important to tell rather than what you think is important to ask about. Thus, as soon as you are sure the informant understands what is wanted in the interview, you can begin with such nondirective questions as, "Please tell me about your life as a child," or "What was it like to grow up here?" It may be rewarding to ask informants who they consider to be the most important people and most important events in their lives.

If the life history is collected in more than one session, it is a good idea to think out questions raised by the first session and to ask them of the informant in the next session, or in a brief visit for final questions. With informants who can manage to think through a chronology, it is wise to work out a year-by-year list of events as a check for the ordering of the items in the history.

When you write up the life history, please remember ethical safeguards for your informant, including the possible necessity of giving the person a fictitious name, unless you have the full permission to use the real name and all of the details in the story.

Evaluation:

This assignment is worth 30% of your overall grade and will be assessed on your success with conducting an ethnographic interview and on the organization, presentation and depth of your data. While there is no minimum page length for this assignment, keep in mind that your goal is to communicate a rich description of the interview to the reader. You may find that the process of writing the assignment is a major part of the cultural learning experience.

Helpful Reading:

- Crane, J. & Angrosino, M. *Field Projects in Anthropology: A Student Handbook*, 1992.
- Roberts, C., Byram, M., Barro, A., Jordan, S. & Street, B. *Language Learners as Ethnographers*, 2001.
- Spradley, J. *The Ethnographic Interview*, 1979.

Sources:

A. Ogden & S. Roulon, 2009; Assignment was adapted from *Field Projects in Anthropology: A Student Handbook*, 1992.

Appendix 11 – Postcards from Abroad

Buying a postcard can sometimes be really difficult.

For many students, the difficulty lies in trying to decide how you want to portray your experiences to friends and family. It may be hard to find a postcard that ideally captures what this experience is all about for you. So, this assignment will give you an opportunity to make your own postcards that better portray your experience to others and discuss the intercultural differences you are encountering.

Assignment:

1. *Constructing Postcards.* Prior to departure or shortly upon arrival, you will be given five blank 4"x6" index cards to develop as postcards that portray your experiences abroad. You may affix your own photos, draw pictures, or create an image on the card that best encapsulates your experiences. Be creative. You are required to submit five postcards, but you have the option of supplementing one postcard with one that is locally purchased.
2. *Message.* On each of the five postcards, write a brief message to a friend or family member. The message should describe why you chose the particular image and how it portrays your thoughts or feelings about the intercultural differences you have encountered at that point in the course. Think carefully about what message you want the readers to take away with them about this experience. Please do not mail these postcards. Instead, you'll be asked to submit postcards at particular intervals during the international experience.
3. *Reflection Paper.* Upon return, write a 2-3 page paper in which you reflect on creating your postcards and comment on how this process has helped to shape your understanding of the host culture and its underlying values, assumptions and beliefs. Also reflect on how this experience has changed the way you perceive and engage in the world.
4. *Open House.* If class time allows, an end of course *Open House* will be arranged. At this event, you will display your postcards to your classmates and invited guests. This will be a great opportunity for you to talk about your intercultural experiences with others as well as to share in the intercultural learning of your peers.

Materials:

Be prepared to take or purchase locally whatever materials or supplies you anticipate needing while abroad (i.e., colored pencils, glue, photo paper, etc.). Keep in mind that you may not have access to a printer while abroad.

Evaluation:

You will not be graded on your ability to produce high quality works of art. Instead, your grade will be based on how your postcards and reflection paper speak to your thoughts or feelings about your intercultural learning. The assignment will count for 20% of your overall course grade: 10% for the five postcards and 10% for the final reflection paper.

Source:

M. Reinig & A. Ogden, 2009

Appendix 12 – YouTube Ethnography Project

Living and learning alongside people in other cultures in an attempt to understand a culture is at the very core of cultural anthropology. Where ethnographers seek to understand and describe culture, so can students. Ethnographic fieldwork usually involves to varying degrees observation, interviewing informants, note-taking, making maps, collecting life histories, charting kinship, keeping a field journal, etc. Ethnography can also involve videotaping. This assignment has been designed for you to use YouTube in order to learn more about cultural representation and interpretation. This kind of learning can help you become a more insightful, patient and introspective cultural explorer.

Assignment:

Part One: Prior to Departure.

- a. *U.S. American Culture.* Locate a short video clip on YouTube that in your opinion accurately portrays an aspect of U.S. American culture. Write a brief description (one page) of the video and your defense in support of its representation. To help get you started, have a look at one of these video clips below and ask yourself if it is an accurate cultural representation:
 - “Americans are Not Stupid” [www.youtube.com/watch?v=fJuNgBkloFE]
 - “Why People Hate the USA” [www.youtube.com/watch?v=LysxbVZ1DNM&NR=1]
 - “What is American Culture” [www.youtube.com/watch?v=pg87sSaTZSc]
- b. *Host Country Culture.* Locate a short video clip on YouTube that in your opinion accurately portrays an aspect of the host culture where you will be traveling. Write a brief description (one page) of the video and your defense in support of its representation. Be sure to check out the YouTube website for the host country. To help get you started, have a look at one of these video clips below and ask yourself if it is an accurate cultural representation:
 - “Sushi” (Japan) [www.youtube.com/watch?gl=JP&hl=ja&v=0b75cl4-qRE]
 - “Brazilian Dance-forró” [<http://www.youtube.com/watch?v=KLXmTCdfuuA>]
 - “Sunset in Rome” [www.youtube.com/watch?v=HHSuD_irk0s&feature=related]
- c. *Class Presentation.* You will be given 10-15 minutes to present one of the two video clips you’ve chosen. Allot no more than five minutes for showing the video clip. Most of your time should be given to discussing the video and the accuracy of its cultural representation. Remember your role is to defend the video, so expect a lively debate. Video links and write-ups are due at the time of your presentation.

Part Two: Upon Return.

- a. *YouTube Ethnography Project.* Now, it’s your turn. While abroad, you and a partner are to create a YouTube video ethnography of one aspect of the host culture. Your video should be no longer than five minutes and should be uploaded to YouTube. While your video may be humorous, keep in mind that this will be a public representation and interpretation of one aspect of the host culture.

In order to upload your video, you will need a YouTube account. You can get your free account at www.youtube.com. You can find answers to all of your YouTube questions by following the *Help* link on the homepage. Also, consider reading over one of the many sites that offer tips for making high quality YouTube videos, such as www.videomaker.com/youtube/.

- b. *Class Presentation.* Upon return, you and your partner will be given 10-15 minutes to present your video clip. After showing the video clip, allow time for a brief discussion of your approach to representing and interpreting the host culture. The link to your video clip and a 1-2 page reflection paper will be due within one week of your class presentation. The reflection paper should discuss the process behind your approach to making the video and based on the class presentation and discussion, what you've learned about representing culture through video.

Evaluation:

The assignment is worth 30% of your overall course grade: 10% for Part One and 20% for Part Two (10% for the video clip). You will not be graded on your video production skills. Rather, your grade will be based on your ability to represent and interpret an aspect of the local culture through video and your class presentation and discussion of it.

Video Ethics:

How do you know what is appropriate when making a video for public consumption. It is never easy, but there are some general rules that you can apply while abroad. For example, ask permission before videotaping someone or something. If you do video someone, let them know that the video will be uploaded to a public website. There is also video etiquette to consider when posting to YouTube. Here's a helpful (and humorous) video clip on YouTube etiquette, www.youtube.com/watch?v=SiHEwmpYSI

An Anthropological Introduction to YouTube:

[www.youtube.com/watch?v=TPAO-IZ4_hU&feature=channel]

If you think YouTube is only for funny home movies, you need to watch Michael Wesch's video, "An Anthropological Introduction to YouTube." Wesch is perhaps the first cultural anthropologist to study and teach digital ethnography. After watching this video, you'll never look at YouTube the same way again. You can learn more about Wesch's YouTube project at, http://mediatedcultures.net/ksudigg/?page_id=85

Helpful Reading:

- Crane, J. & Angrosino, M. *Field Projects in Anthropology: A Student Handbook*, 1992.
- Roberts, C. "Ethnographic Approaches to Cultural Learning," 1996.

Source:

A. Ogden, 2009

Appendix 13 – Global Learning Summaries

What are the issues that matter most in today's world? Global issues concern us all and there is much to be learned about how others in the world respond to issues such as environmental sustainability, climate change, poverty and human rights. Only then can we begin to effectively collaborate on addressing these issues. This assignment has been designed to focus your attention on understanding global issues and to carefully consider approaches others are taking to address them.

Assignment:

Select a specific global issue or problem that is directly affecting the country or region where the class will be traveling. Your assignment is to produce a succinct and well crafted, 2-3 page global learning summary on the issue. These summaries will be collected, copied and made available to the whole class as a kind of global issues portfolio.

Here are some general topic areas:

- Basic education
- Climate change and global warming
- Consumption and consumerism
- Environmental sustainability
- Fair trade and globalization
- Food and agricultural issues
- Gender equality
- Global economy
- HIV/AIDS
- Human rights issues
- Indigenous people
- Intellectual property protections
- Planetary management issues
- Political rights, including free movement of citizens
- Population growth
- Water resources and management
- World hunger and poverty

Each global learning summary should be prepared with three distinct sections, as follows:

1. *Description of Issue.* Provide a succinct explanation of the specific global issue, highlighting its global nature and urgency. As appropriate, provide relevant data and supporting information.
2. *Country Response.* Briefly describe the country's response to the issue. While abroad, take time to gather primary data on the specific issue. For example, interview a local policy-maker or agency/institution representative who is working to address the issue. If appropriate, interview someone who has been directly or indirectly affected. Consult public information and records that addresses the issue. Use this primary data to help you develop an in-depth understanding of the issue and the country's response.
3. *Analysis.* Provide a critical analysis of the country's response to the issue, noting its strengths, weaknesses and long-term challenges. Be sure to present strong evidence in support of your analysis.

Evaluation:

This assignment is worth 20% of your overall grade. Your global learning summary will be assessed on your demonstrated understanding of the specific global issue and your approach to using both primary and secondary sources to develop an in-depth analysis of the country's response to the issue. If class time allows, you will be given a 5-10 minute time slot to present your global learning summary to the class.

Source:

A. Ogden, 2009; Adapted in part from Global Immersion, Smeal College of Business, The Pennsylvania State University

Appendix 14 – Global Panoramio

Buildings, nature and cultural practices have no intrinsic meaning. People give them meaning. The meaning of this heritage is not objective but rather groups come to a negotiated agreement as to what it symbolizes for them. Attempting to understand a culture through its heritage is the focus of this assignment. This assignment has been designed to expand your understanding of the host country by compelling you to move beyond consuming simple touristic interpretations of the local heritage to learning the more nuanced and disputed meanings heritage has to local groups.

Defining Heritage:

Built, natural, and intangible heritage provide the symbolic capital that build cultural identities.

- *Built Heritage* refers to historical and contemporary structures and objects that hold social significance to local communities (e.g., a stadium, a cathedral).
- *Natural Heritage* refers to natural places, objects and attributes preserved in their natural state (e.g., rivers, mountain ranges, caves).
- *Intangible Heritage* refers to the customs, traditions and practices of a culture (e.g., festivals, performances, sports).

For example, residents of Oporto, Portugal attach a special meaning to the Clerigos Tower (*built heritage*), to the Douro River (*natural heritage*) and to a cow tripe stew dish unique to the region (*intangible heritage*). In much the same way, the temples of Kyoto, the slopes of Mount Fuji, and the subtle movements of Noh theatre are examples of built, natural and intangible heritage central to Japanese identity.

Assignment:

This assignment will engage you in identifying examples of built, natural and intangible heritage that are meaningful to the host country or region where you'll be traveling. You may work individually or in pairs to complete this assignment, keeping in mind that one grade per pair will be awarded.

1. *Identifying and Deconstructing Heritage.* While abroad, identify and photograph examples of built (e.g., temples, buildings, towers), natural (e.g., forests, rivers, reefs), and intangible heritage (e.g., festivals, food dishes, pottery, sports). Your goal in this assignment is to apprehend the meanings these sites have for those in the host culture. To do this, you may need to speak with local people, consult historical references, read travel guides and brochures, etc.
2. *Global Panoramio.* Register for a free Panoramio account and upload photos of 2-3 sites from each of the three types of heritage (one photo per site). Add a detailed caption to each photo in which you carefully explain its meaning and importance to the host culture. When meanings are disputed or the site holds different meanings for other groups, explain it. Also, follow Panoramio's prompts to register your photos in *Google Maps* and *Google Earth*.

Panoramio

[www.panoramio.com/]

Panoramio is a geolocation-oriented photo sharing website designed to allow Google Earth users to learn more about a given area by viewing the photos that other users have taken at that place. Photos uploaded to the site can also be accessed through Google Earth [<http://earth.google.com/>] and Google Maps [<http://maps.google.com/>]. The website is available in several languages.

Photography Etiquette:

Most examples of heritage (built, natural or intangible) are heavily visited, photographed and studied by tourists. However, there are instances when you may want to seek access to more private heritage sites. In those situations, you should be respectful to the host community by asking permission before taking photos and being respectful when asking questions about the meanings of that heritage. Also, remember that your photos will be accessible worldwide, so avoid including identifiable people in your photo frame, so as to protect their right to privacy.

Evaluation:

The assignment is worth 20% of your overall course grade. You will not be graded on your photography skills. Rather, your grade will be based on your ability to represent and discuss the local meaning of selected cultural heritage sites. It is important that you accurately map your photos onto Google Maps or Google Earth.

Source:

D. Morais & A. Ogden, 2009

Appendix 15 – Civic Action Scrapbook

Are you passionate about issues around the environment, poverty alleviation, or human rights? What are the issues that matter most in your home community and what is being done to address them? What is your civic responsibility for addressing these issues? This three-part assignment has been designed to empower you to recognize and effectively contribute to peaceful, healthy, just and sustainable solutions to the world's greatest challenges.

What is Civic Action?

“Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.”

“A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.”

Excerpts from *Civic Responsibility and Higher Education*, 2000.

Assignment:

1. *Civic Action Case Study*. Working individually or in small groups, prepare a case study of a particular civic action initiative or project that is currently happening on campus or in the local community. You're to present the case study in the form of an oral report to the class. The presentation should identify the name of the initiative or project, the cause or issue it is targeting, the methods or strategies being used, and the outcomes achieved to date. Finally, comment on its “glocal” dimensions. In other words, what are the global consequences of this local civic action initiative? As possible, interview one or two people involved in the initiative.
2. *Civic Action Scrapbook*. While abroad, collect evidence of civic action initiatives in the host country and then collate them in a civic action scrapbook. Items could include photos taken of people engaging in civic action initiatives (as appropriate) or of inner-city graffiti that promotes a particular social change message. You might also consider adding public information such as brochures, flyers, etc. If time allows, interview a local policy-maker, agency or a grassroots organization that is engaged in civic action initiatives and include quotes from those interviews in the scrapbook. For each entry, provide a brief caption explaining the particular cause or issue and the methods being used. You may want to focus your scrapbook on a particular theme. For example, if you are interested in the environment, then collect items that reflect how environmental issues are being addressed in the host country.
3. *Civic Action Plan*. Now, it's your turn! Identify a pressing issue facing your hometown that is important to you. Think seriously about what you can do to address this issue. Then, develop a civic action plan in which you outline 3-5 steps you will take over the next six months to address the issue. Ask family, friends and local leaders for their ideas. What you do can take many forms, from individual volunteerism to launching a grassroots initiative. It can include efforts such as serving on a neighborhood association or writing a letter to an elected official. Please comment on any potential barriers you may encounter as you initiate your civic action plan.

Evaluation:

This assignment is worth 30% of your overall grade: 10% for each part of the assignment. The case study presentation will be assessed on your insight into the initiative and your analysis of the methods being taken to target the issue. (If working in a small group, all members will receive the same grade.) The scrapbook will be assessed on your use of real-life evidence to illustrate various civic action initiatives in the host country. Though hypothetical in nature, the civic action plan will be assessed on your identification of a pressing issue in your hometown and your ability to outline realistic steps you'll take to address the issue.

Helpful Resources:

1. *The American Democracy Project (ADP)* is a multi-campus initiative focused on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. The goal of the American Democracy Project is to produce graduates who are committed to being active, involved citizens in their communities.
[www.aascu.org/programs/adp/]
2. *Americans for Informed Democracy (AID)* empowers young people in the U.S. to address global challenges such as poverty, disease, climate change, and conflict through awareness and action. AID promotes just and sustainable solutions at the campus, community, and national level.
[www.aidemocracy.org/]
3. *Center for Information and Research on Civic Learning and Engagement (CIRCLE)* conducts research on the civic and political engagement of U.S. Americans between the ages of 15 and 25.
[www.civicyouth.org/]

Source:

A. Ogden, 2009

Appendix 16 – Community Partners

This assignment is designed for students to work in small groups to develop a connection between a local community organization and a targeted international project/ organization. Doing so will require that you think critically about global service learning initiatives and the importance of building sustainable and meaningful partnerships.

Assignment:

1. *Selection of Community Partner.* Working in small groups, identify a local community organization that would potentially have an interest in working with the targeted international project/organization. This local organization can be any civic, religious, educational or community group. Your group should introduce the international service learning project to the local community organization and extend an invitation for their support. Such support can take many forms, but will depend heavily on the nature of the international service learning project. Examples may include the coordination of activities, donation of supplies and/or resources, information sharing, student pen-pal exchanges, etc. It is critical that you spend time understanding the needs expressed in the international service learning project and aligning these needs closely with the community organization. Your goal is to develop a sustainable connection between the local community organization and the targeted international project/organization.
2. *Community Partner Proposal.* Prior to departure, your group will submit a 3-4 page project proposal that includes a description of the community partner organization and the support requested. Your group should plan to deliver a short presentation of your proposal to the class. It is important that the project be feasible and appropriate to the targeted international project/organization.
3. *Implementation.* While in-country, your group should carry out the proposed project in collaboration with the targeted international project/organization. Your proposal will be secondary to the overall course goals for the service learning project, so plan your time accordingly. Thoroughly document the implementation process through journaling, photographs, recordings, etc. Observe closely how the project is perceived, understood and welcomed.
4. *Reporting.* Upon return, your group should prepare a final report on the community partner project and a presentation to be delivered both in class and if possible, to the local community organization. Be creative in how you approach this presentation. The final report should include a detailed description of the project as implemented, explaining any departures from your initial proposal. Also comment on your progress toward creating a sustainable connection between the local community organization and the international project/organization. The final report should also include a 1-2pg. group reflection on the learning process.

Evaluation:

This assignment is worth 40% of your overall grade—20% for the community partner proposal and 20% for the final group report and presentation. You will be assessed on the completeness and thoughtfulness of your writing as well as the work and creativity you display in developing your community partner project throughout all three segments of the assignment. Remember that the goal of this assignment is to encourage you to think critically about global service learning initiatives and the importance of building sustainable and meaningful partnerships. Be sure your writing assignments reflect this.

Source:

S. Barnhart, L. Spess & A. Ogden, 2009

Appendix 17 - My Ethic for Global Learning

Objective:

To help challenge the hedonistic tendencies within education abroad by bringing student-traveler attitudes and behaviors to conscious awareness, along with the potential positive and negative effects on host communities and the environment.

Topics of Discussion:

- Perceptions of American tourists abroad
- Effects of tourism, including educational travel
- Codes of ethics for global learning (e.g. WTO Global Code of Ethics for Tourism: <http://tourismpartners.org/globalcode.html>)

Assignment:

1. View *Cannibal Tours* by Australian filmmaker Dennis O'Rourke. Use the viewing guide (following pages) to sensitize yourself to the ethical issues involved in global travel.
2. Read: Talya Zemach-Bersin, "American Students Abroad Can't be Global Citizens"
3. Read: Anthony Ogden, "The View from the Veranda: Understanding Today's Colonial Student"
4. Read: Deborah McLaren, "Tourism Development in the Local Community" (from *Rethinking Tourism & Ecotravel*)
5. Read: Richard Slimbach, "The Mindful Traveler"
6. After viewing *Cannibal Tours* and carefully reading the four essays, analyze the array of impacts from tourism (including educational tourism) and formulate a typed, 3-5 page personal "Ethic for Global Learning."

My Ethic for Global Learning

A. Identity & Impacts

Travel is always to some extent intrusive, with various economic, social, environmental, and cultural-spiritual impacts. (1) In what ways do you find yourself fitting the profile of "the colonial student" described by Ogden? (2) List some of the positive and negative impacts of colonial-styled travel depicted in *Cannibal Tours* and described by McLaren and Slimbach. (3) Explain why these potentially negative impacts occur. (Consider traveler attitudes and expectations, commercialization of people and space, program design features, etc.)

B. A Personal Ethic

List some of the ways you will personally seek to minimize the negative impacts and maximize the positive effects of your presence abroad? (Taken together, these responses will constitute your "ethic.")

Guest-Host Relations as Revealed in *Cannibal Tours*



Cannibal Tours, produced by Australian filmmaker Dennis O'Rourke, is a "meditation on tourism." It features a group of rich Western tourists on a cruise down the Sepik River in Papua New Guinea and their interactions (or lack of them) with local villagers. The film juxtaposes statements and reflections by the villagers about the tourists with the voices and images of the tourists. It is ultimately about all of *us* – a new generation of tourists-travelers-learners, and our fascination with what is perceived as culturally "authentic" (rather than artificial) and "exotic/primitive" (rather than modern).

A number of themes could be explored through the film: colonial and post-colonial relations, the ethnographic field method, the effects of modernization and culture, among others. Our focus will be on **the social relationships enacted between the hosts (villagers) and the guests (tourists)** and, perhaps more importantly, **the ways each "imagines" the other**. The film makes no judgment on whether tourism is good or bad. Instead it probes the essence of *the tourist state of mind*, especially the lost sense of self that drives many of us to seek escape from modernity among primitives.

Our viewing task is to assess the tourist journey up the Sepik River in terms of the various issues below. Some of the issues represent specific features of **programs**, while others are rooted in the expectations, motivations, and values of individual **participants**. Taken together, they're merely suggestive of those dynamics that run the risk of producing net harmful effects within hosting cultures. As you view the film, take note of how they manifest on this excursion along the Sepik River. Then consider how potentially detrimental aspects might be ameliorated through your own sojourn abroad.

Source:

Adapted by A. Ogden, 2009 with permission from Richard Slimbach, Azusa Pacific University

Education abroad programs run the risk of producing net harmful effects on host cultures and the environment...

<i>Size of group</i>	When the size of the student group is such that it is forced to set up a separate and self-sustaining social structure that exists as a mobile ghetto within the local community.
<i>Length of term</i>	When the length of study term allows participants to acquire only a superficial and usually stereotypic view of community culture.
<i>Participant background</i>	When participants come from mono-cultural neighborhood and school environments which limit intercultural contact and relationship development, as well as the acquisition of a second language.
<i>Socio-cultural distance</i>	When students encounter peoples who are significantly different from them in terms of race, social class, language and cultural patterns, and whose perception of the other is marred by pre-existing biases.
<i>Primary motivation</i>	When students see their term abroad more as a short-lived romance with adventure than as an opportunity to realize lasting personal growth.
<i>Pre-departure preparation</i>	When students' pre-field preparation is limited to a discussion of program logistics (passports, packing lists, behavior expectations, etc.) rather than <i>learning how to embrace</i> the local language and culture.
<i>Field integration</i>	When student affluence and certain program features encourage student independence and the formation of a homegrown "bubble" rather than dependence and integration with the host community.
<i>Attitude toward host culture</i>	<i>When students carry an ethnocentric attitude ("Our way is the best way") rather than one of humility ("There is more than one way to 'do life' but my natural bias is to prefer my own"), leading to cultural appreciation.</i>
<i>Source of goods and services</i>	When students opt to have their housing, food, transportation, and touring needs provided through foreign sources (the problem of "leakage") rather than through locally-owned and managed sources.
<i>Roles within the host culture</i>	When students position themselves as consumers (of travel experiences), teachers or helpers (doing <i>to</i> and <i>for</i> hosts) rather than as students or guests (learning <i>from</i> and sharing <i>with</i> local hosts).
<i>Initiative and control</i>	When students and their American teachers pre-determine the problems (and their solutions) for the host community, and undertake service projects without consultation and collaboration with local residents.
<i>Nature of interactions</i>	When host-guest interactions are characterized by encounters that are non-repetitive, unequal in power and "engineered," with participants oriented to achieving immediate goal gratification rather than forming mutual, self-sustaining relationships.
<i>Criteria of "success"</i>	When a "successful trip" means that students were kept feeling happy, useful, and "in control" rather than seeing them examine their motives and values, investigate difficult questions related to local problems, and form authentic friendships across differences.
<i>Environmental impact</i>	When the educational and community benefits from travel do not outweigh the real harm done to the biosphere through greenhouse gas emissions. (See www.carbonneutral.com/cncalculators/flightcalculator.asp)

Appendix 18 – Emergency Preparedness

Traveling and studying abroad can be an exciting and enriching experience. In order to make the most of such experiences, you must be prepared to respond to any health and safety issues that may arise. Through this assignment, you and your classmates will develop an *Emergency Response Plan* for your time abroad.

Assignment:

1. *Small Group Research.* Working in small groups, you will be assigned to research one broad issue related to health and safety while traveling abroad (see below). It is essential that you take a methodological approach to securing the most accurate and detailed information as possible.
2. *Class Presentation.* Your small group will be given 20-30 minutes to present and discuss your findings in class. At this time, you will be asked to distribute a draft report of your findings and to seek detailed and constructive feedback.
3. *Emergency Response Plan.* Within one week of your class presentation, each group is to submit an electronic copy of your final report. This report will be merged with the other group reports to become the program-specific, Emergency Response Plan. The course professor reserves the right to edit content and formatting as necessary.
4. *Emergency Scenario.* At least one class period will be devoted to utilizing the Emergency Response Plan to brainstorm appropriate responses to potential health and safety emergencies that may arise during the international travel component of the course. It is essential that each individual understand his/her role in preventing and responding appropriately to health and safety emergencies.

Evaluation:

You will not receive a grade for this activity, but active participation will be considered as part of the overall course participation grade. It is in your own best interest to do good work with this assignment.

Group 1: *Crime, Safety, & Health*

Thoroughly research crime, safety and health concerns in the specific location(s) where the class will be traveling. Consult local and international information sources. Develop a list of health and safety tips (e.g. smart packing, keeping copies of passports, use of alcohol, etc.). Helpful websites include:

- wwwn.cdc.gov/travel/destinationList.aspx
- www.studentsabroad.state.gov/
- www.osac.gov/
- www.state.gov/r/pa/ei/bgn/

Group 2: *Geography*

Map the region, covering the complete travel route for the trip. Indicate the location and provide contact information of the U.S. consulate/embassy, places that will be visited, police, doctors and hospitals and known dangerous areas. In consultation with the course professor, highlight meeting/rendezvous points for each travel day.

Group 3: *Communication & Emergency Response*

Research how to place telephone calls and alternative communication systems. Make a list with all functioning international cell phones of students and faculty members. Prepare a wallet guide for each student that lists contact information for home campus, the U.S. Embassy, the faculty leader(s), etc. Develop emergency response plans to different kinds of emergencies. Also, consider how health and safety emergencies can affect a person physically and psychologically. Helpful websites include:

- www.globaled.us/peacecorps/crisis_w.html
- <http://travel.state.gov/travel>

Group 4: *U.S. Citizens Abroad (Optional)*

Research how tourists, particularly those perceived to be U.S. American, are viewed in a specific international setting. What particular precautions should U.S. students take to minimize being subject to anti-American threats. For example, American students should avoid dressing in ways that are easily identified as American (e.g., baseball caps on backwards, American college sweat shirts) or speaking loudly in English when walking with groups of other Americans. Consider this helpful website:

http://travel.state.gov/travel/tips/safety/safety_1747.html

Source:

C. Sheldon & A. Ogden, 2009

Appendix 19 – Global News (*Sample for India*)

Before studying abroad, it is important to take time to learn a little about the history, culture, politics, society and economy of the host country. Consuming news from local news sources is an effective way to do this, but can also be helpful in seeing how course content is manifested in the local society and how global processes are impacting local events. This assignment has been designed to help you familiarize yourself with current events in India and to better understand these events in relation to the broad themes covered in the course.

Assignment:

To understand more about India and its current events before departure, you are expected to read at least one article from the following news sources each week:

News on India (Sources in English)

- | | | |
|---------------------|----------------------|------------------|
| ▪ Afternoon | ▪ Hindustan Times | ▪ Munsif Daily |
| ▪ Assam Tribune | ▪ The Indian Express | ▪ Pan India News |
| ▪ Business Standard | ▪ India Monitor | ▪ Telegraph |
| ▪ Deccan Chronicle | ▪ India Today | ▪ Times of India |
| ▪ Deccan Herald | ▪ Kashmir Times | ▪ Tribune |
| ▪ Economic Times | ▪ Mid Day | |

If you know of additional, reputable news sources, please recommend that they be added to this list. Region specific news sources are particularly welcome.

1. For each week prior to departure (or as directed), select a recent news article, write a brief summary (2-3 paragraphs), and provide an analysis of the article that extends a concept or theme relevant to the focus of the course (less than one page). Post a reference to your article and your summary/analysis to the online course discussion forum for others to read and offer comments.
2. As class time allows, a number of students will be asked each week to briefly share selected articles and their analytical perspectives with the class. Be sure to relate the article to course content. Following class presentations, add any subsequent comments on particular articles to the discussion forum. Active participation in the discussion forum will count toward your overall course participation grade.
3. Upon returning from abroad, select a salient topic that has emerged from the course content, the weekly assignments and your time abroad. Write a 2-3 page reflection paper on what you've learned and how this learning has helped to shape your understanding of the country/region.

Evaluation:

This assignment is worth 25% of your overall grade – 15% for the weekly assignments and 10% for the reflection paper. Your weekly responses will be assessed on your ability to critically analyze the article in relation to course content. The reflection paper will be assessed on your description of how the weekly assignment informed your understanding of the local culture and how well you demonstrate connections with the broad themes covered in the course.

Source:

S. Barnhart, L. Spess & A. Ogden, 2009

Appendix 20 – A Taste of Culture

“Tell me what you eat, and I’ll tell you who you are,” wrote renowned gastronome Jean Anthelme Brillat-Savarin in 1825.

This assignment explores how food shapes us and our culture. What we consume, how we acquire it, who prepares it, who’s at the table, and who eats first is a form of communication that is rich with cultural meaning. Beyond merely nourishing the body, what we eat and with whom we eat can inspire and strengthen the bonds between individuals, communities, and even countries.

Assignment:

1. *Pre-Departure*. Write a 2-3 page essay describing your family celebrations and daily meals, what food is served, how it is eaten and with whom, how similar and different this is from what you perceive as “mainstream America” and how this reflects the specific identity of your family and/or culture.

2. *In-Country*. Food and food rituals help us learn about cultures and groups. There are many types of foods associated with different cultural and ethnic groups, traditions and celebrations that feature foods, and different rules about how and when people eat. Keep a daily journal of your encounters with food. Pay close attention to what and how much is being eaten, when people eat and drink, how food is prepared, ingredients used, table manners, restaurant etiquette, mealtime conversations, etc. If the situation allows, visit a local supermarket or enjoy a meal with a local family.

Enhance your food journal with items such as menus, recipes, photos of food, labels from food items, etc. When doing so, make sure you add a note explaining the cultural significance of each item. The final journal will be submitted shortly after returning from abroad.

3. *Post-Study Abroad*. Write a 2-3 page essay reflecting on how food shapes people and their culture. Reflecting on your experiences abroad, what have you learned from studying the culture of food about the underlying values of the host culture? Have your views toward U.S. food culture changed? If so, how?

Evaluation:

This assignment is worth 25% of your overall grade: 5% for the pre-departure essay, 15% for the food journal, and 5% for the post-study abroad reflective essay. Your responses will be assessed on your ability to demonstrate insight into the many roles that food plays in people’s lives.

Helpful Websites:

- World Food Day
[www.worldfooddayusa.org]
- The Meaning of Food
[www.pbs.org/opb/meaningoffood/]

Helpful Reading:

- Counihan, C. & Van Esterik, P., Eds. *Food and Culture: A Reader*, 1997.
- Harris, P., Lyon, D., & McLaughlin, S. *The Meaning of Food*, 2005.
- MacClancy, J. *Consuming Culture*, 1992.
- Schlosser, E. *Fast Food Nation: The Dark Side of the All-American Meal*, 2001.

Source:

A. Ogden, 2009

