



World Learning Inc.

IDEAS
INCREASE & DIVERSIFY
EDUCATION ABROAD
FOR U.S. STUDENTS

IDEAS INCUBATOR WEBINAR

#LaunchIDEASabroad

The Capacity Building Program for U.S. Study Abroad is a program of the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by World Learning.

Designing High Impact Programs for Short-term, Faculty-led Study Abroad

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High Impact Short-term Education Abroad: Towards Meaningful Learning Experiences

Neriko Musha Doerr, Ramapo College

Q: How is your study abroad program different from:

- Summer trips with friends/backpacking?
 - great immersion
- Guided tours
 - good explanation of the background
- Church service trips
 - engagement with local community
- High school trips



- What makes a **college class** different from these other trips?
- College classes (like the ones you design and teach!)

“Study Abroad Effect”

(Doerr work in progress)

Design it differently from a regular class

1. Some **key study abroad concepts** and **vocabulary** that move us away from rigorous academic discussions
 1. Immersion
 2. Vocabulary
 2. Academic Accountability: who reviews the syllabus? → study abroad offices have few ties to academic departments (education, international studies, cultural anthropology) = extra-curricular activities?
- Need to:
1. Design it as a **regular course with a field trip with rigorous before/after trip components**
 2. Let students analyze daily items
 3. Let students connect the destination to the US

1.1 The Study Abroad Concepts: Immersion

“Live like a local”?

Border crossing

Cognitive Dissonance

Immersion Concept (Doerr 2013)

- Binary cultural difference
- Internally homogeneous cultures
- Static differences
- Ignores the effects of our presence there



Instead... Multi-scalar networks (Çağlar and Glick Schiller 2017)

- Ethnic group networks
- Occupation networks
- Political affiliations
- Religious affiliations



See multiple networks: find commonality with anybody

Multi-scalar network approach pushes us to...

- Focus on the connections in one's intersectionality
- See multiple networks: finding commonality with anybody
- De-escalate: “today’s enemies are tomorrow’s friends”
- See structural causes that create and sustain these networks



1.2 Study Abroad Vocabulary:

→ Use College Course Vocabulary

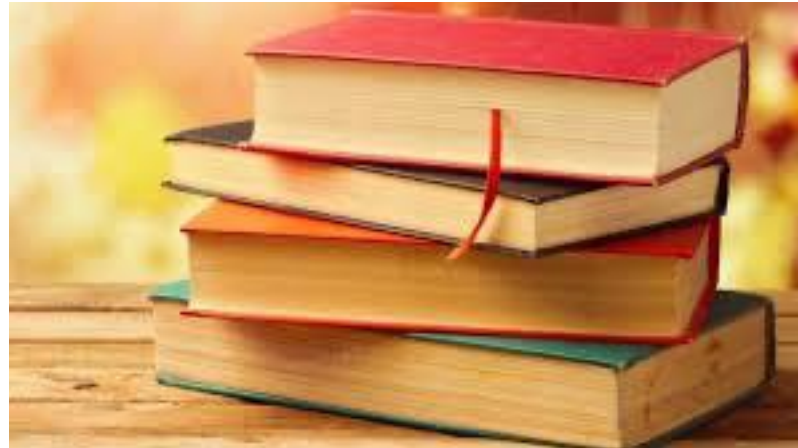
- “PRE-DEPARTURE ORIENTATIONS”
 - Instead, use “The first part of the course”; “Classes”
- “SHARE YOUR EXPERIENCE”
 - Instead, use “report your findings”
- “PRE-TRIP PAPER”
 - Instead, use “first assignment”
- “JOURNAL”
 - Instead, use “observation report”
- “REFLECTION”
 - Instead, use “analysis”
- “QUESTIONS TO REFLECT”
 - Instead, use “points of observation”; “analysis questions”



2. Designing a STUDY abroad Program

2.1 Design it as a regular college course with a field trip

- Include academically **rigorous reading** lists like you would in other classes: assign for both before and after the trip
- Think of the visit to the destination as a **field trip** where the experience is tightly connected to the disciplinary learning outcomes



Outcome #1 : Explain new knowledge of the host countr(ies) with consideration to the program's thematic area

- “Knowledge” should be as **theoretical and academically rigorous** as what students are expected to learn in classes on campus
 - Not something we can get from a tourist guide to the country
 - Not something comprehensive, but focused on particular issues
- Students should already have **rigorous academic knowledge** of the issue in question before the trip; the point of going there is to gain **new perspectives** (and deepen understandings) that can only be accessed in said countr(ies).
 - Local viewpoints (scholars, politicians, industry, etc.)
 - Grassroots viewpoints

Outcome #1: Explain new knowledge of the host countr(ies) with consideration to the program's thematic area

- **Predeparture:** Identify a **theoretical debate** on an issue in the host society with regards to [the programmatic thematic area].
 - e.g., the increased need for a bird sanctuary in Costa Rica from ecological, law enforcement, political, & economic perspectives.
- **In-country/Virtually:** Identify **grassroots and/or the local views of the theoretical debate** on the issue in the host society.
- **Post-program:** Demonstrate a **multi-dimensional understanding of the theoretical debate** on the issue in the host society: the experts', locals', and the students' viewpoints.

2.2 Let students analyze (not just reflect!) daily items (can be done anywhere!)

- Daily experience is a **symptom of wider structural arrangements** (critical pedagogy), though sometimes it gets reified as “**culture**”
 - Government policies, the country’s infrastructure, effects of international organizations’ projects (UN, IMF, WHO), trading agreements, etc.
 - Analyze items seen during studying abroad or items at home that come from the study abroad destination

2.3 Connect the destination to the U.S.



- Alert students to the **structural relations** between the destination and the US: how these relations affect **their** and **our daily lives**
 - Political, legal, economic, cultural relationships

Example projects: for pre/post study abroad students; students at home

- Tracing a Commodity Project
 - [student commodity projects](#)
- Project examples:
<https://www.ramapo.edu/fair-trade/teaching-resources/>
 - [palm oil](#)
 - banana
 - coffee
 - sugar
 - gold



THANK YOU!!
Have a great learning
experience!

Reference

- Doerr, Neriko Musha. 2013. “Do ‘Global Citizens’ Need the Parochial Cultural Other?: Discourses of Study Abroad and Learning by Doing.” *Compare*
- Doerr, Neriko Mushsa. 2019. *Transforming Study Abroad: A Handbook*. London: Berghahn.
- Çağlar, Ayse. and Nina Glick Schiller. 2017. Introduction. In *Migrants and City-Making: Multiscalar Perspectives on Dispossession*, edited by Ayse Çağlar and Nina Glick Schiller, pp.1-46. Durham: Duke University Press.

Designing Faculty-led Programs

Strategies for Flexibility & Best Practices in the Era of COVID-19

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Meeting the Challenges of COVID-19

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International on-site programs

- Value of contingency plans
- COVID risk assessment and mitigation

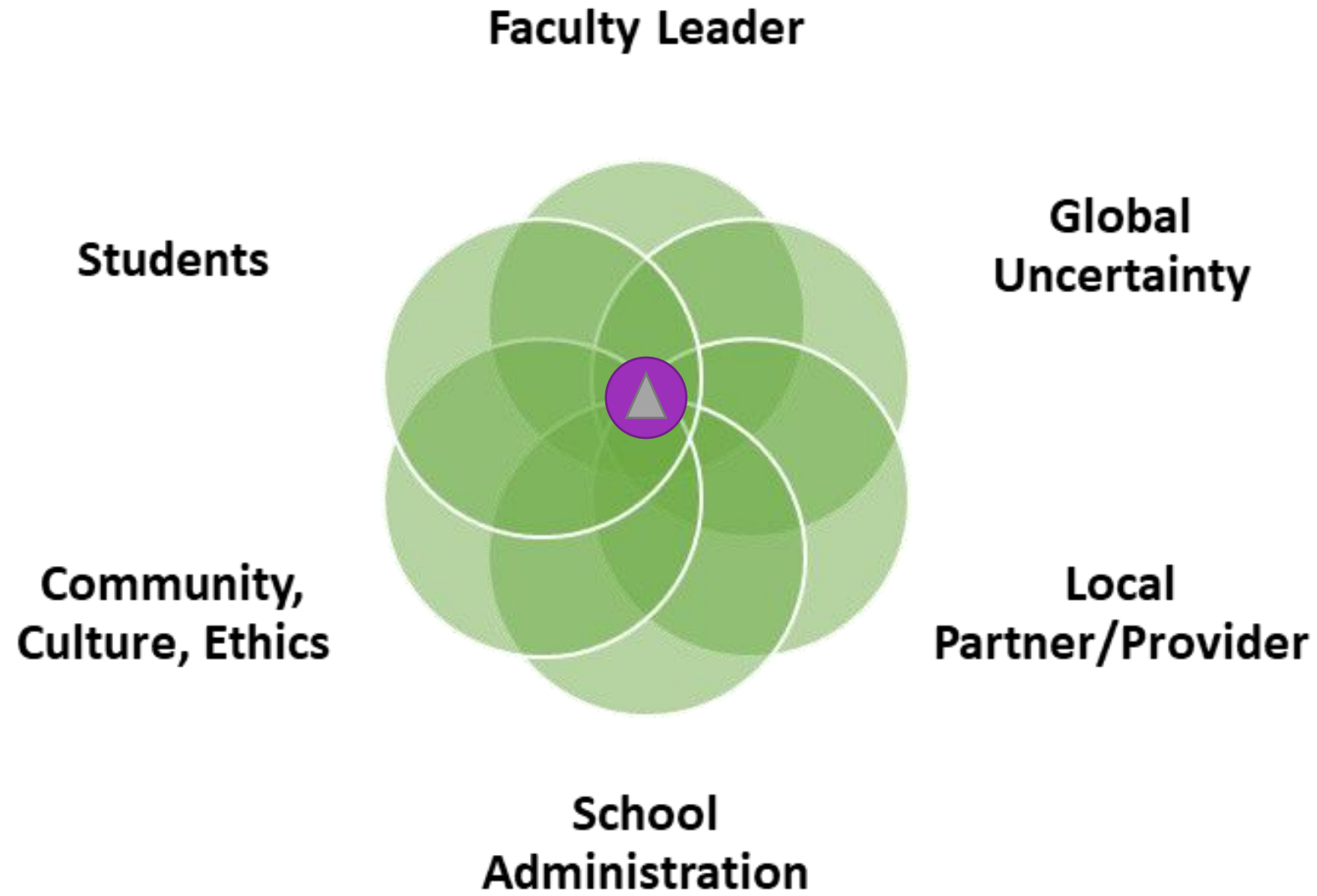
Virtual programming

- Experiential, impactful, and enticing for students
- Utilize best practices from on-site program design
- Accessible & low-cost

U.S.-based programming

- Opportunities for cross-cultural learning
- Study critical global issues within the US context
- Preserves value of on-site, in-person experience





Program “Building Blocks”

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- Welcome/farewell
- Orientation
- Site visits
- Guest lectures
- Faculty class time
- Language
- Cultural activities
- Excursions
- Internships/community engagement projects
- Field-based research/fieldwork
- Homestays
- Engagement with local youth
- Debriefing/reflection
- Free time/downtime



Reciprocity

The practice of exchanging things with others for mutual benefit while allowing each person or group the same rights.

- What motivates you and your partners to work on this project?
- How would you describe your relationship with partners? How do your partners see the relationship?
- What's the power dynamic? How do cultural differences influence the relationship?
- What do you gain through the participation of your partners? What do you contribute to your partners?
- What could you do to make your program an act of deeper reciprocity?



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Designing Around Common Challenges



SAMPLE SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WEEK ONE						
Arrival Cape Town	Orientation City tour Drop-off activity Debrief & discussion of drop-off Welcome dinner	<u>Guest Lecture:</u> The Psychology of Racism in South Africa <u>Guest Lecture:</u> The History of the Construction of Race, Racism & Apartheid In SA Walking tour of Bo Kaap Homestay orientation & transfer to homestays	<u>Guest Lecture:</u> Nelson Mandela’s Life & Legacy Visit to Robben Island Debrief & reflection	<u>Guest Lecture:</u> Coloured Identity in SA <u>Guest Lecture:</u> Spatial Geography & Segregation of Cape Town Hike Lion’s Head & visit Table Mountain	Free day with homestay families	Free day with homestay families or Optional excursion to Cape Point & African penguins
WEEK TWO						
<u>Guest Lecture:</u> Slavery and the Cape Castle of Good Hope Slave Lodge Museum Debrief & reflection	<u>Guest Lecture:</u> Race, Labor & Political Economy in Colonial Cape Town District Six Museum Debrief & reflection	<u>Guest Lecture:</u> The Future of Race & Racism in South Africa <u>Site Visit:</u> Anti-Racism Network Debrief & reflection Farewell dinner with homestay families	Flight to Jo’burg Jo’burg orientation Constitution Hill Group dinner	Apartheid Museum Debrief & reflection Newtown Cultural Centre	Free day	Free day

SAMPLE SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WEEK THREE						
Satyagraha House & Museum	Soweto visit & Nelson Mandela's House	Travel to Pretoria	Travel to Maropeng	Departure		
Liliesleaf Farm	Hector Pieterse Museum	Visits to: -Voortrekker Monument -Freedom Park Heritage Site & Museum	Cradle of Humankind			
Debrief & reflection	Debrief & reflection		Final program debrief & wrap-up			
			Final group dinner			

**“The world is but a canvas to
the imagination.”
– Henry David Thoreau**

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