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 country 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 countries.
  - 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!
• Doerr, Neriko Musha. 2013. “Do ‘Global Citizens’ Need the Parochial Cultural Other?: Discourses of Study Abroad and Learning by Doing.” Compare
Designing Faculty-led Programs

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Meeting the Challenges of COVID-19

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”

- 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?
Designing Around Common Challenges
# SAMPLE SCHEDULE

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<td>City tour</td>
<td>The Psychology of Racism in South Africa</td>
<td>Nelson Mandela’s Life &amp; Legacy</td>
<td>Coloured Identity in SA</td>
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<td><strong>WEEK TWO</strong></td>
<td>Guest Lecture:</td>
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<td>Flight to Jo’burg</td>
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<td>Slavery and the Cape</td>
<td>Race, Labor &amp; Political</td>
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<td>Slave Lodge Museum</td>
<td>District Six Museum</td>
<td>Site Visit: Anti-Racism Network</td>
<td>Constitution Hill</td>
<td>Newtown Cultural Centre</td>
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**IDEAS**

*INCREASE & DIVERSIFY BROADENENTS*
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**WEEK THREE**
“The world is but a canvas to the imagination.”
– Henry David Thoreau
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