

Bringing It Home: Designing Re-Entry for STEM Education Abroad Programs

HANDOUT 1 - Workshop Guidebook: Designing Effective STEM Re-Entry

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PURPOSE

The Workshop Guidebook serves as the primary orientation and working resource for the two-day workshop. It introduces participants to the workshop's goals, pedagogical framework, learning pathway, activities, and expected outcomes while providing space to connect workshop learning to their own institutional context.

The guidebook positions re-entry as an intentional educational and institutional phase that helps students translate STEM education abroad experiences into continued learning, workforce competency development, career preparation, innovation and entrepreneurial thinking, and sustained engagement with STEM pathways.

Throughout the workshop, participants will use the guidebook to identify institutional priorities, document emerging ideas, and develop strategies for strengthening re-entry programming at their home institutions.



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WORKSHOP OVERVIEW

Bringing It Home focuses on designing intentional STEM re-entry experiences that extend learning beyond students' return from education abroad.

Rather than treating re-entry primarily as a program debrief, the workshop explores how institutions can help students:

- make meaning of their global experiences;
- identify evidence of learning and professional growth;
- recognize and articulate workforce competencies;
- connect global learning to career pathways;
- recognize opportunities for innovation and entrepreneurial action; and
- continue applying their learning through research, community engagement, professional development, and other pathways.

The workshop also examines how these activities can be embedded within existing institutional structures to create sustainable re-entry programming.

WORKSHOP LEARNING AND IMPACT PATHWAY

The workshop is organized around one central progression:

Global Experience | Reflection | Competency | Career Outcome | Institutional Impact

Stage	Central Question	Re-Entry Focus
Global Experience	What did students encounter, observe, and do abroad?	Experiences, interactions, challenges, community knowledge, disciplinary practice
Reflection	How do students make meaning of those experiences?	DEAL: Describe Examine Articulate Learning
Competency	What did students learn or develop, and what evidence demonstrates it?	Problem solving, teamwork, communication, adaptability, intercultural competence, innovation, entrepreneurial thinking, disciplinary knowledge
Career Outcome	How can students translate and apply their learning to their professional futures?	Career narratives, résumés, interviews, portfolios, research, innovation, entrepreneurship, professional pathways
Institutional Impact	How can institutions systematically support and sustain this process?	Re-entry programming, Career Services, employer engagement, partnerships, student success, assessment, sustainability

WHERE INNOVATION AND ENTREPRENEURSHIP FIT

Innovation and entrepreneurial thinking are not separate from re-entry. They represent potential pathways through which students can apply learning identified through structured reflection. Students may translate global learning into research, entrepreneurial ventures, social innovation, community engagement, organizational innovation, public service, or other forms of value creation.

WORKSHOP LEARNING OUTCOMES

By the end of the workshop, participants will be able to:

- Design structured re-entry activities that extend learning beyond the education abroad experience.
- Apply the **DEAL Reflection Framework** to help students describe, examine, and articulate learning from global experiences.
- Help students recognize community knowledge, contextual learning, disciplinary insights, and opportunities emerging from experiences abroad.
- Connect evidence from global learning experiences to workforce competencies and career readiness.
- Incorporate innovation and entrepreneurial thinking into re-entry programming as pathways for continued learning and value creation.
- Develop strategies for helping students communicate global learning through résumés, interviews, portfolios, and professional narratives.
- Connect re-entry programming with institutional priorities such as student success, Career Services engagement, employer engagement, and continued STEM participation.
- Design institution-specific approaches for integrating re-entry into existing campus structures and partnerships.
- Develop practical strategies for implementing, assessing, and sustaining re-entry programming.

DEAL REFLECTION FRAMEWORK

The **DEAL Reflection Framework** provides the pedagogical structure for helping students move from experience to meaningful learning.

Describe - What happened?

Students identify significant experiences and document what they observed, experienced, and did. The emphasis is on **experience and evidence**, rather than interpretation.

Examine - What does the experience mean?

Students analyze the experience through multiple perspectives, including community knowledge, context, disciplinary knowledge, professional practice, assumptions, and values.

The emphasis shifts from **what happened to why it matters**.

Articulate Learning - What was learned and what comes next?

Students identify what they learned, explain why the learning matters, and consider how it can be applied to future academic, professional, entrepreneurial, and community contexts.

The progression is: **Experience | Evidence | Meaning | Learning | Application**

GLOBAL INNOVATION CASE

Participants will work with a common interdisciplinary **Global Innovation Case** throughout the workshop. The case allows all participants to engage fully in workshop activities regardless of their previous education abroad experience, institutional role, or disciplinary background.

Rather than providing a predetermined problem and solution, the case contains experiences, stakeholders, community knowledge, contextual constraints, professional challenges, and potential opportunities that participants progressively examine.

The same case will be revisited to practice:

Describe: Identify experience and evidence

Examine: Interpret community knowledge, context, disciplinary insights, and professional learning

Articulate Learning: Identify learning and workforce competencies

Recognize Opportunity: Identify possibilities for value creation

Apply Entrepreneurial Thinking: Explore possible pathways for action

Translate to Career Value: Communicate learning and professional competencies

The objective is not to determine the "correct" solution to the case. The objective is to practice designing re-entry activities that help students recognize and extend the learning embedded within global experiences.

WORKSHOP ROADMAP

DAY 1: FROM GLOBAL EXPERIENCE TO RE-ENTRY LEARNING

Participants focus primarily on **Describe and Examine**.

They explore how structured re-entry can help students move beyond travel narratives to identify evidence, examine significant experiences, recognize community knowledge and contextual learning, and begin connecting those experiences to professional competencies.

DAY 2: FROM RE-ENTRY LEARNING TO WORKFORCE INNOVATION AND INSTITUTIONAL IMPACT

Participants move into **Articulate Learning and Application**.

They explore how students can translate global learning into workforce competencies and career narratives, recognize opportunities for innovation and entrepreneurial action, and continue learning through research, entrepreneurship, community engagement, and other pathways.

Participants then design practical approaches for embedding these activities within sustainable institutional re-entry programs.

MY GOALS FOR THIS WORKSHOP

What do I hope to accomplish?

Identify one or two outcomes you would like to achieve through your participation in this workshop.

Goal 1	
Goal 2	

MY INSTITUTIONAL RE-ENTRY CONTEXT

What currently happens when students return from STEM education abroad experiences at my institution?

What currently makes effective re-entry programming difficult?

Consider:

- Staffing and time
- Student participation
- Funding and resources
- Faculty engagement
- Institutional support
- Cross-campus coordination
- Assessment
- Career Services integration
- Employer engagement
- Sustainability
- Other institutional challenges

My primary challenge is:

CONNECTING RE-ENTRY TO INSTITUTIONAL PRIORITIES

Which ONE institutional priority would a stronger STEM re-entry program most help you advance?

- ☐ Student learning and success
- ☐ Workforce readiness
- ☐ Career development
- ☐ Career Services engagement
- ☐ Retention and persistence
- ☐ Global learning/internationalization
- ☐ Innovation and entrepreneurship
- ☐ Employer/industry engagement
- ☐ Undergraduate research
- ☐ Community engagement
- ☐ Continued STEM participation
- ☐ Equity and access
- ☐ Alumni engagement
- ☐ Other: _____

Why is this priority important at your institution?

MY EXISTING ASSETS AND INITIAL IDEAS

What do we already have that could support stronger re-entry?

Consider existing:

- Education abroad programs
- Career services
- Faculty expertise
- Entrepreneurship and innovation centers
- Undergraduate research
- Experiential learning
- Community engagement
- Industry and employer partnerships
- Alumni networks
- Student organizations
- Institutional initiatives

One existing asset or partnership we could build upon:

One possibility I already see is:

SESSION 1 DELIVERABLE - MY RE-ENTRY STARTING POINT

Bring your thinking together by completing the following.

My primary re-entry challenge is:

The institutional priority I want to support through stronger re-entry is:

The student outcome I most want to strengthen is:

One existing asset we could build upon is:

One initial opportunity I see is:

The people or offices that should be involved are:

By the end of this workshop, I hope to leave with: