

Analysis of Study Abroad Learning ICS 490

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Fall 2007; T 9:30 – 10:45
Madaleva Hall, Room 244
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Office hours: By appointment

Description:

The course is an opportunity for students to reflect on and integrate their learning from the experience of studying abroad. First we will generate our own data through extensive self-reflection and writing articulating the impact of their sojourn, and how it does or does not relate to other aspects of one's life. In small groups, we will compare our own findings with other students', beginning to generalize about similarities and differences, and hypothesize what variables any differences might be correlated with. We will also use some quantitative standardized assessments as another window into changes. Then, we will plunge into a survey of the existing theories modeling the kinds of learning and development students (may) experience, as well as what data exists on the phenomenon, drawing on several disciplines, but primarily psychology. We will bring our own data into dialogue with this larger field, writing about both how the theories might help illuminate our findings, as well as what challenges our findings bring to the current state of theory.

The format will be highly interactive and writing-intensive, although I do a little more lecturing in the middle section. There will be a few required events outside of class. A couple of the classes will be student-led discussions in which students will actively engage with the perspectives and issues raised from the readings. Students will join the research enterprise, producing both a substantial individual case study and a poster presentation for our "showcase of intercultural learning". There are no course prerequisites, and all psychological terms will be defined, but this course does provide an opportunity to sample and apply basic developmental psychology concepts and methods. There is no registrar-scheduled final exam. Enrollment is limited to 15. Prerequisite: Significant time spent studying or living in a culture that is not your native one. 3 credits.

Objectives:

Students will

- Reflect on and articulate in writing the impact of their sojourn abroad
- Learn enough qualitative and quantitative psychological research methods to analyze their own experience
- Become familiar with several relevant theories of learning and development
- Learn or review how to use library resources to locate relevant scholarly research articles
- Apply theory to data, and use data to critique and construct theory
- Examine connections between learning abroad and the rest of their Saint Mary's education, their intercultural relating here, and their future goals
- Produce a quality written case-study and presentation summarizing their learning

Texts:

All the readings will be provided. There will be a additions to the required readings announced in class, and I have many additional resources on specific topics.

Requirements:

1. **Active participation** in class discussions, including contributing questions or discussion issues from the readings. It is therefore very important to have read the readings prior to class, and to be present for the entire class sessions. Absences or frequent lateness will have a large impact on this portion, **15%** of your final grade.

2. **Case Study Paper and Presentation** on your learning through study abroad, in the context of theory and other data (**45%**):

a. Before you start reading, write an informal reflection paper on the main things you believe you learned, and most significant ways you changed, while studying abroad. Describe the experiences that most contributed to these learnings/changes, and how these learnings/changes have made themselves evident. Then reflect on questions such as: what questions about study abroad learning does my description raise for me? What assumptions about (or metaphors or mini-theories of) such growth does it imply? What aspects of the experience seem particular to me or to my program, and which seem more generalizable? This important, real-life data and preliminary theorizing/interpretation will not be evaluated, but is an essential foundation for the rest of the paper. Due at 9:30 on **September 6**.

b. We will add to this qualitative data through two more exercises that will be described on conducted in class on September 4.

c. Organize a **poster presentation of your case study findings (15%)**, to share with the Saint Mary's community at the "Showcase of Intercultural Learning" which will take place **on November 12**. A typed, very brief outline is due immediately before the presentation and a self-evaluation the next day, **November 15** (scale will be provided).

d. Write a concise 5-7 page paper using key theories and research from the course to analyze your self-reflection and primary research. How do they illuminate or inform your data? Also, what questions, challenges, or extensions does your material suggest for theory? Make sure to articulate the theoretical positions you are coming to as your own. Due at 9:30 on **December 6**. This must be typed, double-spaced, page-numbered, proofread, in APA format, and original to you. Any extensions must be negotiated in advance.

3. **Mini-annotated bibliography (15%)**. Students will be responsible for locating 2 theory and 2 research articles relevant to the themes in their own case study, and summarizing them. **Due October 2**.

5. **A 1-2 page course reflection paper (10%)** on how this course did or did not help you integrate your study abroad experience more fully, why or why not, and what you'd like to see done differently. **Due December 11**.

Schedule of Topics and Assignments:

Aug 28 Introduction to course

Aug 30 Reflective creative writing as a window into learning

Sep 4 Partner interviews on experiences; free writes

Sep 6 Library instruction

Reflection papers due

Sep 12, 6:30 pm EVENING (Instead of class Sept 11) Re-entry workshop

Sep 13 Key concepts in human development theory and methods

Reading: Drew, C., Hardman, M., & Hart, A., Designing and Conducting Research: Inquiry in Education and Social Science. Boston, MA: Allyn and Bacon, 1996, Chap 1 and 2

Sep 18 Qualitative analysis of our data, part I

Reading: all of your classmates reflection papers

Sep 20 Qualitative analysis of our data, part II

Reading: Mell, Bolen C. Ed., A Guide to Outcomes Assessment in Education Abroad. Forum on Education Abroad, 2007. pp. 32-51, 61-67, 101-113.

Sep 25 Qualitative analysis of others' data

Reading: Kauffmann, Norman L. Students Abroad: Strangers At Home. Yarmouth, ME: Intercultural Press, Inc., 1992. pp. 5-31.

Sep 27 Qualitative analysis of others' data, part II

**Will, McDonald. "Questioning Value of Foreign Study." The Observer 2 Oct. 2003.
Freinberg, Ben. "What Students Don't Learn Abroad." Chronicle of Higher Education 48 2002.**

Oct 2 Theory of study abroad learning I (Cognitive/Epistemological Development)

Mini-annotated bibliographies due, sign up to lead later classes

Reading: Bennett, Janet M., "Student Development." Chapter in Reid, J., Ed., Building the Professional Dimension of Educational Exchange, Yarmouth, ME: Intercultural Press. 105-119.

McCabe, Lester T. "Global Perspective Development." Education Theory. 1997. 41-46.

Oct 4 Theory of study abroad learning II (Intercultural Development)

Reading: Bennett, M., "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity". Chapter in Paige, M., Ed., Cross-Cultural Orientation, University Press of America, 1986, pp 27-69.

Paige, R. M. et al. Maximizing Study Abroad. University of Minnesota, 2002. pp. 101-105.

IDI manual handout, chart, IDI group profile

Fantini, A. "A Central Concern: Developing Intercultural Competence". Published on-line as part of the SIT Occasional Paper Series (take YOGA) .

Oct 9 Theory of study abroad learning III (General Psychosocial Development)
Reading: Pascarella, E. & Terenzini, P. How College Affects Students, Volume 2, (San Francisco, CA: Jossey-Bass). Excerpt from Chapter 2.

1 page description of CCAI
Take CCAI

Oct 11 Theory of study abroad learning IV (Identity Development)
Reading: Berk, L. , *Infants, Children, and Adolescents*, 4rd edition (Allyn & Bacon, 2002), p. 609

Phinney, Jean S. "The Multigroup Ethnic Identity Measure." Journal of Adolescent Research 2nd ser. 7 (1992): 156+
Fill out AIM

Oct 16 Theory of study abroad learning V (Experiential Learning)
Reading/Fill out: Learning Style Inventory

Oct 18 Synthesize theory plus mid-course evaluations
Reading: Kauffmann, Norman L. Students Abroad: Strangers At Home. Yarmouth, ME: Intercultural Press, Inc., 1992. 123-145.

Happy Fall Break!

Oct 30 Student-led discussions of an issue in study abroad learning theory or research #1
Additional reading of research from bibs

Nov 1 continued

Nov 6 continued

Nov 8 Comparison of theory & research with our data
Reading: Saint Mary's research findings

Nov 12, 7 pm EVENING (instead of Nov 13) Intercultural Learning Showcase
presentations due

Nov 15 Other students' learning
Self-evaluations due

Nov 20 Compare other students' learning to our emerging theories
Reading: Kauffmann, Norman L. Students Abroad: Strangers At Home. Yarmouth, ME: Intercultural Press, Inc., 1992. 33-121.
notes from presentations

Nov 22 HAPPY THANKSGIVING!

Nov 27 conduct community intercultural experience
(or thereabouts)

Nov 29 Connection to domestic intercultural experiences (Guest teacher: Bonnie Bazata)
(conduct community intercultural experience)

Reading: Bennett and Bennett

Dec 4 Connection to broader SMC learning & your future

Paige, R. Michael. Maximizing Study Abroad, University of Minnesota, 2002. 143-159.

Kepets, Dawn. Back in the USA. NAFSA Publications, 1995. 27-31.

Dec 6 Sharing our case studies

Final paper due at 11 am

Dec 11 Reflecting on this last phase of the journey

Course reflection paper due at 11 am

I expect intellectual honesty. All written work in this course must be original to you, solely your work, and originally composed for this course, unless otherwise allowed and documented. Any proven case of plagiarism or cheating will result in zero credit for the assignment, and be reported to the Associate Dean. Please refer to the College policy on academic honesty in the Bulletin for further information.

In the unlikely event that a class would need to be cancelled, you would be notified both by email and a sign on the door. Please let me know early on of any documented disabilities.

You are responsible for any changes to this syllabus announced in class or by email to your Saint Mary's address.