



Helping Students to Get the Most out of the International Learning Experiences

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Outline

- What does the **research** tell us about student learning abroad?
- What kinds of **educational interventions and curricular models** support this type of learning?
- How do we **assess** the outcomes of international learning?
- What do students tell us about their most **significant and transformative experiences** abroad?

What Does the Research Tell Us About Student Learning through International Experiences?

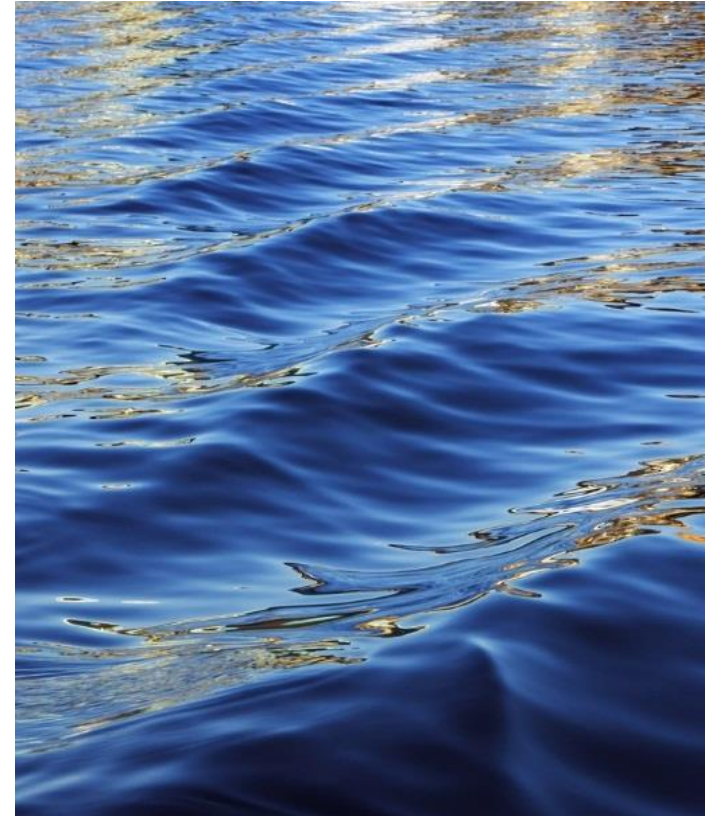
- Diversity/global learning as a high-impact practice (HIP) (Kuh, 2008)
- Students are more engaged after they return from intern'l experience
- “Immersion” does not always result in learning

What Does the Research Tell Us About Student Learning through International Experiences? (cont'd)

- Intellectual and emotional preparation prior to experience is critical
- Clear learning outcomes to guide course/program development
- The structure of the experience makes a difference
- Guided reflection on experience during and after intern'l experience
- “Learning by design not chance” (Savicki, 2008)

Being There: Mentoring Students on International Placement

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The Challenges

- Theory and practice
- Academic and professional **formation** and support

...partnerships



A Curriculum to Produce Professionals

- Breadth
- Depth

Existential Phenomenology and Dialogics

Present!

- Translating worlds into ethical action



Student assessment in short-term international service learning courses

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What is ISL? Why is it important?

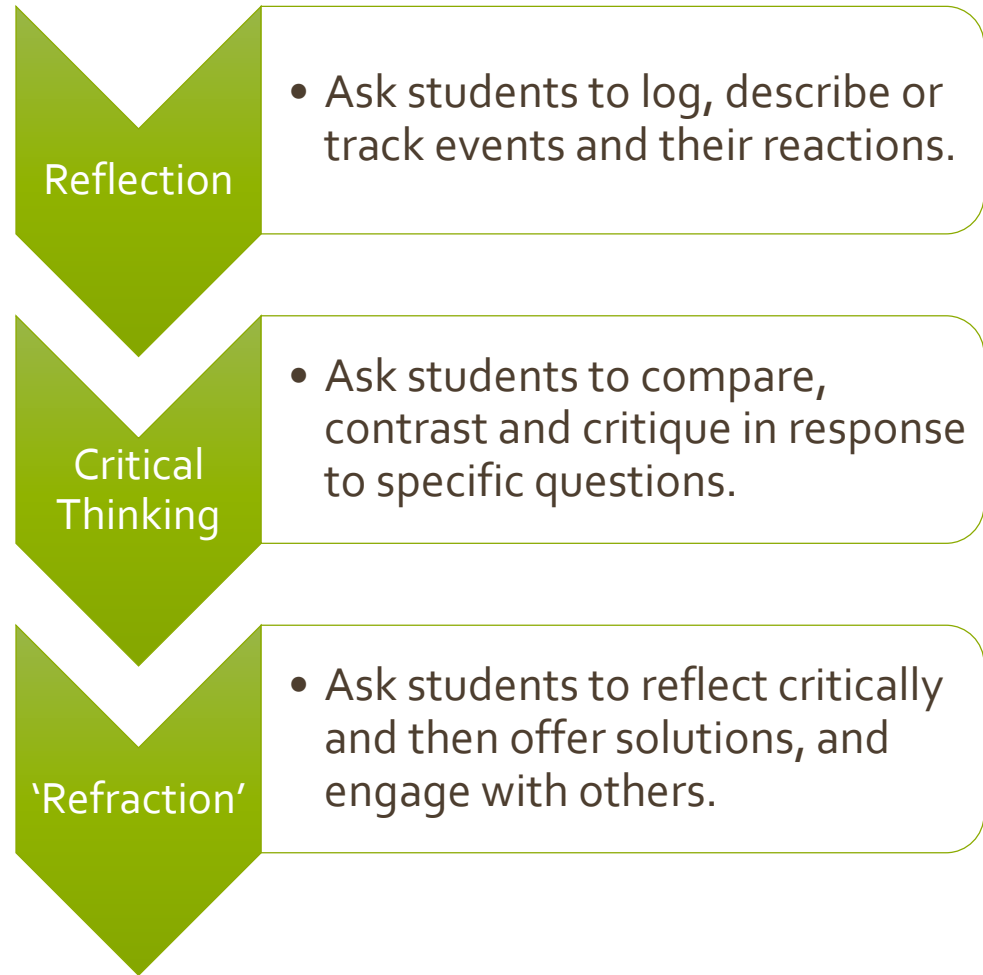
- Structured **academic** experience that focuses interaction, reflection and transformation. (Bringle and Hatcher, 2011)
- Looking at programs that run a month or less.
- Programs are **proliferating** in North America.
- Often for academic credit or certification.
- Programs must be **well-structured** and **skillfully facilitated** (Smith-Pariola and Goke-Pariola, 2006).

Assessing learning through reflective writing

- Reflective writing assignments very common.
- Assessment is challenging and **time consuming**.
- Use **specific questions** to evaluate personal growth and academic learning (Molee, Henry et al., 2010).
- Provide space for '**learning in community**' (Peterson, 2008; Santanello and Wolff, 2007).
- How to encourage students to '**see beyond the self?**' (Woolf, 2008)

Opportunities and new directions? The 'refraction' model

- Pagano and Roselle (2009) suggest that assessment of service learning often does not go far enough.
- They propose a three stage approach to move beyond some of the concerns stated previously.
- Some question about how much can be scheduled in short-term experiences.



Next steps – Empirical research on best practices

- Considering two case study programs – SJU in Peru and Explore Southern Africa.
- How is student learning **assessed**?
- How do students and instructors feel about **effectiveness** of assessment?
- Identifying **best practices** that may be helpful as programs are developed and refined.

