

GLOBAL STUDENT ONCE YOU RETURN COURSE 3 SYLLABUS

Center for Global Education

The Project for Learning, Training, and Outreach (PLATO) is an integrated study abroad training, certification, and diversity outreach program. With this resource PLATO provides the first national online curriculum to orient, train, and support students before, during, and after they study abroad.

Following completion of their study abroad program, PLATO guides students through post-study abroad re-entry and re-integration to their home campus and the U.S. Earning the PLATO International Honors Certificate will recognize achievement and knowledge gained through study abroad and completion of all PLATO components.

Objectives:

The goal of this course is to guide students returning from study abroad through the re-entry process. Students will be given tips and techniques to help them with their return home, advice on how to cope with the issues that may arise after their return, and ideas for how to continue their learning. This course provides students with the opportunity to continue with reflections on the foreign experience, on the odd, sometimes painful and unexpected process of cultural re-adaptation, on the integration of their intense international experiences with their current intellectual and emotional lives, and on where they can go from here personally and in their career preparation. It provides students with the chance to continue the cross-cultural learning process, to make better sense of their experiences abroad, and to further refine their skills in cross-cultural observation, adaptation, and communication.

The re-entry course is divided into ten modules, with students building their plan as they go through each module. Each module contains several tasks. Each task will have instructions and resources (like a selection of supporting articles, web links, text to choose from, along with video interviews with advice and stories from students who have studied abroad) for students to create a product like an evaluation, profile, list, etc. The components will have instructions and resources to help students understand concepts, reflect on experiences, and express thoughts in short essay format. Occasionally, material will be presented with a standard multiple choice/true-false quiz to assess understanding. Students will have opportunities throughout the course to contribute their ideas so that other students may benefit from their experience.

The Information Log (Info Log): Throughout this course students will be asked to record their thoughts, feelings, opinions, and research in an Information Log (*Info Log*) for later reference. The format of this Info Log can vary and is up to students' own preferences as well as what framework they complete the course in.

Interaction With Others (Interaction): In various parts of the course, students will be asked to look at information and/or reflections that others have gathered, whether it be searching for other students' *Info Logs* or blogs, websites, or postings in general. Depending on what framework students take the course in, they will be able to choose how they would like to interact with others.

The intention of this course is to guide students through the process and challenges inherent in returning from participating in study abroad programs. Many of the topics dealt with are practical in nature, but theoretical and conceptual issues will also be explored.

The modules for the course include:

- Logistical issues (evaluating goals, objectives, and outcomes, academics-related re-entry template, other logistical issues)
- Readjusting to life back home and other re-entry strategies
- Bridging abroad-home learning with a continuation of international learning, maintaining language skills and revisiting culture

Global Citizenry and reflecting on the host country culture
Training for outreach, being a mentor to others and the larger community
Continuing the international experience
Integrating the study abroad experience into your future (resume and career building)
The International Honors Certificate: what you've accomplished, how you've grown

Course Requirements:

Completing each module, working through all tasks
Completing all quizzes
Interaction with others through discussion, interviews
Creation of a personal Information Log (Info Log) with regular entries as directed

Modules:

Module 1: Introduction to the Course 3: Once You Return

Explains the content and aim of the re-entry orientation course.

Task #1: Your Info Log and Plan for Interaction: Students create their profile and set up their Info Log to record their coursework and reflections.
Task #2: Your Top Ten Goals After Returning Home: Students form a list of goals from a template provided and list them in their info log.
Task #3: Global Awareness and Diversity: Students write a goal statement for what they want from the study abroad experience. (1a, 1b)
Task #4: Evaluate Your Re-Entry Adjustment So Far: Students read an article on re-entry adjustment and then write one or two paragraphs assessing their own re-entry. (1c)
Task #5: Say No to Shoeboxing: Students write two paragraphs on how they will avoid "shoeboxing" their experience abroad to share them with other students. Students will then view videos made by other study abroad students about their experiences. (1d, 1e)
Task #6: Study Abroad Evaluation: Students review their study abroad program based on learning goals and outcomes, and submit their answers to their info log.
Task #7: Improve Your Program: Students write a one page essay on what their school or program can do to better prepare students for their overseas experience.

Resources Used:

1a. Center for Global Education: *Study abroad: now more than ever*. Available at <http://www.globaled.us/now/index.html>
1b. Center for Global Education PLATO project: *Supporting diversity in study abroad*. Available at <http://www.globaled.us/plato/diversity.html>
1c. University of Minnesota Learning Abroad Center: *Re-Entry Adjustment* Available at <http://www.umabroad.umn.edu/index.html>
1d. *Module 2.5-Say No to Shoeboxing What's Up With Culture?* (www.pacific.edu/culture), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at www.pacific.edu/culture
1e. Student videos taken from www.youtube.com

Module 2: Reverse Culture Shock

This module will examine the possibilities of what students may be experiencing as they return home and also assist them in reflecting on their experiences.

Task #1 Re-entry Challenges: Returning home involves a number of psychological, social and cultural aspects that can prove difficult-often because they are unanticipated. A list generated by interviewing students who have been through the experience is provided. Students pick three challenges and think of how they can overcome them. (2a, 2b)
Task #2: Reflect on How You Have Changed: Students are asked to reflect on how they have changed and how those around them may have changed during their absence. (2c)

Resources Used:

- 2a. *Module 2.3.4-Ten Top Challenges What's Up With Culture?* (www.pacific.edu/culture), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at www.pacific.edu/culture
- 2b. Center for Global Education Study Abroad Student Handbook: *Reverse Culture Shock*. Available at <http://www.studentsabroad.com/reentrycultureshock.html>
- 2c. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Reacting to Changes" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 145

Module 3: Global Citizenry

Though we are all human, we start off from a different cultural perspective that shapes our worldview. In this module, students will look at what it means to be a "global citizen," utilizing their experience living in another country.

Task #1: Intercultural Sensitivity: Students will learn about the DMIS model and then do some exercises to assess their stage of intercultural sensitivity and how to develop to the next stage. (3a)

Task #2: The Role of the U.S. In The World: Study abroad can result in challenges to core personal or societal beliefs. Students' views of the U.S. and the world may have changed as a result. This task helps them sort through their changing perspectives, by offering questions for reflection. Students will post their thoughts in their Info Log. (3b)

Task #3: Review Your Perspective on the U.S.: Student's views may have changed since they returned home. They may have gained a new perspective on the U.S. This task addresses the ways that their perspective may have changed and how.

Task #4: Role Of Culture in Global Issues: Comparing our own culture to another can be one way to learn about both. In this exercise students write a letter to someone from their study abroad host culture explaining the most significant differences she or he can expect to find when coming to the U.S. Students are to submit the letter to their Info Log.

Resources Used:

- 3a. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "A Model of Intercultural Sensitivity" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 101-105
- 3b. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Seeing the U.S. and the World in a Different Light" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 149
- 3c. Global Voices Weblog. Available at <http://cyber.law.harvard.edu/globalvoices>

Module 4: Adjusting to Life Back Home

Re-entry adjustment refers to expectations upon returning home – just as a student had expectations before going abroad. This module will explore what student may be going through now and will provide them with some tools to help you utilize the valuable learning and experiences they gained as a student abroad.

Task #1: Strategies for Effective Re-entry: Students are given a list of strategies and then asked to interview others who have experienced intercultural transitions, noting the coping methods that were applicable to their stories and adding them to their Info Log.

Task #2: Reflect on Re-entry Strategies: Students complete a questionnaire and compare their answers to what their expectations were about study abroad before they left. (4a)

Resources Used:

- 4a. *Module 2.2-If You are Preparing to Return Home Soon What's Up With Culture?* (www.pacific.edu/culture), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at www.pacific.edu/culture

4b. University of Wisconsin-Madison International Academic Programs: *Re-entry Stories*. Available at <http://www.studyabroad.wisc.edu/students/WelcomeBack/reentrystories.htm>

4c. University of Minnesota Learning Abroad Center <http://www.umabroad.umn.edu/index.html>

Module 5: Become a Mentor to Other Students

In this module, students are encouraged to be mentors in their community. The information and exercises within the tasks and the related modules will help students in developing a portfolio that will assist them in discussing their experiences and what they learned from them effectively.

Task #1: Mentoring Others: In this exercise students will begin learning to mentor about their study abroad experience. Students will watch a video about how to share their stories and get others excited about study abroad. (5a, 5b)

Task #2: Learn to Articulate Your Experience: Students brainstorm and create a personal statement to better convey their overseas experience and unique growth.

Resources Used:

5a. "Why Mentor?" *Net Mentors*. Available at <http://www.netmentors.org/AboutUs/WhyMentor.htm>

5b. "Outreach Assistance Programs for Students." The Center For Global Education. *Allabroad.us*. Available at http://www.allabroad.us/k12_student.php

Module 6: Provide Outreach to Educate Others

Sharing experiences with others in the community is important in order to impress on others the importance of an international/intercultural experience. This module contains tasks to assist students with the goal of being a mentor to the larger community.

Task #1: Present at a K-12 Class: Students are encouraged to email 2 other local schools, colleges or community members (ideally the study abroad office or career/college counseling office) and give them access to their homepage or blog, if they have one, so that they may use it for recruitment of their students to study abroad programs.

Task #2: Share Your Story with Others: Students are encouraged to talk to the faculty or advisers at their home school and find out ways to share one of the presentations they created for this module with the school advisers and/or faculty. Students choose a presentation and cater it to the needs of the advisers, faculty or class in which they wish to present it. Presentations will be submitted to the student's Info Log.

Resources Used:

6a. Kalamazoo College, Project for Intercultural Communication. Letters Home. Available at <http://www.kzoo.edu/cip/kpic/letters/letters03/index.htm>

Module 7: Planning for College

As students begin the college search, one factor they might want to consider is the colleges' or universities' study abroad programs. Student may want to think about returning to their host country or perhaps studying abroad in a different country while in college. This module assists students in their researching schools with an international emphasis.

Task #1: Colleges with a Global Focus: Students are provided materials and resources on colleges and universities with undergraduate degrees in international education and comparative international education.

Task #2: Chose Your Program of Interest: Students research college prospective colleges and undergraduate programs in the U.S., and then depending on their interests, choose either a search engine for undergraduate schools abroad or an undergraduate program of interest in the U.S.A. Students will do research on the website or undergraduate program and write a short essay of the highlights of the information that they can share with others. Essays will be added to students' Info Logs.

Module 8: Going Abroad Again

There are many options for student to go back overseas for study, work, or travel. This module helps students decide if they do wish to go abroad again, and assists them with the planning process if they chose to do so.

Task #1: Think About Going Abroad Again: This exercise will help students decide if and how they want to go abroad again later on.

Task #2: Work, Volunteer, or Intern Abroad: Students read through suggestions for returning abroad and then write an essay on what area they chose and why. Essays will be posted to their Info Log. (8a)

Resources Used:

8a: University of Minnesota Learning Abroad Center: *Work, Volunteer, and Interning Abroad* Available at <http://www.umabroad.umn.edu/index.html>

Module 9: Thinking about an International Career?

This module assists students to evaluate their newly acquired international skill sets and learning. Once established, students consider and explore the wide range of opportunities for international careers.

Task #1: 5 Keys to Unlock Your Global Career Skills: Students are instructed in taking inventory of what they learned and what skills and qualities they may have gained while abroad. A list is provided to spark ideas for creating a résumé, preparing an interview, and reflecting upon their experiences. Students then write an essay describing the skills and qualities that they gained from their experience, submitting the essay to their Info Log. (9a)

Task #2: Learn about International Careers: Students explore the multitude of international work opportunities and careers in the international arena. This task aims to further students' understanding about how to create an international career. After referring to a list of resources, students will contact an international company in their community for more information about their hiring process. (9b)

Task #3: Creating an International Career: Students watch prior study abroad students discuss their future plans for working overseas.

Resources Used:

9a. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Possible outcomes of an international experience" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 151

9b. University of Minnesota Learning Abroad Center: *Returning Student Handbook* Available at <http://www.umabroad.umn.edu/index.html>

Module 10: Congratulations on Completing the Course

The aim of this last module is for students to reflect on what they have learned throughout the study abroad/re-entry experience and this course.

Task #1: Defining Global Citizen: Students identify someone they think is a "global citizen" or do research on such a person. They then describe in their Info Log why they think the person they chose exemplifies a "global citizen." (10a)

Task #2: Life-Long Learning From Study Abroad: As a final reflection, students will answer questions comparing and contrasting life in the U.S. with life abroad, the challenges they faced abroad, and the importance academically and personally of the study abroad experience. (10b)

Resources Used:

10a. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "You as a Culturally Diverse Person" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 39

10b. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Study Abroad Leads to Life-Long Learning" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp.156-157

Resources Used Appendix:

Bennett, M.J., (1999) Overcoming the Golden Rule: Sympathy and Empathy. In M.J. Bennett (Ed.), *Basic Concepts: Intercultural Communication*. Yarmouth, ME: Intercultural Press (pp. 191-214)

Center for Global Education: *Study abroad: now more than ever*. Available at

<http://www.globaled.us/now/index.html>

Center for Global Education PLATO project: *Supporting diversity in study abroad*. Available at

<http://www.globaled.us/plato/diversity.html>

Center for Global Education Study Abroad Student Handbook. Available at

<http://www.studentsabroad.com/>

CIA World Fact book: Available at <http://www.odci.gov/cia/publications/factbook/>

Global Voices weblog. <http://cyber.law.harvard.edu/globalvoices>

IES, Institute for the International Education of Students *Alumni Career Resources* Available at

<http://www.iesabroad.org/alumniResume.do>

It's Your World: Students' Guide to Education Abroad. A special project of NAFSA: Association of International Educators, SECUSSA section. Available at Studyabroad.com,

<http://www.studyabroad.com/handbook/>

Kalamazoo College, Project for Intercultural Communication. Available at

http://www.kzoo.edu/cip/kpic/program_description.htm

NAFSA's Guide to Education Abroad for Advisers and Administrators, 2005

Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). *Maximizing study abroad: A program professional's guide to strategies for language and culture learning and use*.

Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

University of Minnesota Learning Abroad Center Available at

<http://www.umabroad.umn.edu/index.html>

University of Wisconsin-Madison International Academic Programs. Available at

<http://www.studyabroad.wisc.edu/index.html>

University of Iowa International Programs: *Returnee Handbook* Available at

<http://www.uiowa.edu/~uiabroad/returning/RETURNINGhandbook.html>

What's Up With Culture? (www.pacific.edu/culture), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education.

Available at www.pacific.edu/culture

The World Bank Group: United States Data Profile. Available at

<http://devdata.worldbank.org/external/CPProfile.asp?SelectedCountry=USA&CCODE=USA&CNAME=United+States&PTYPE=CP>