

***Reflections on
Integrating Study Abroad
into the Undergraduate Curriculum:
Transforming On-Campus Teaching and Learning***

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**Study Abroad Integration Conference
Beloit College and Kalamazoo College
Beloit, Wisconsin
November 6-7, 2009**

My Background

- **Peace Corps Volunteer – Turkey (65-67)**
- **Peace Corps cross-cultural trainer (68-72)**
- **Ph.D. in International Development Education (Stanford University, 1978)**
- **International and intercultural educator - University of Minnesota (1977-present)**
- **Lived and worked in Turkey, Indonesia, Kenya, Hong Kong, Japan, Australia**
- **Taught pre-departure courses, online course for in-country students, and reentry courses**
- **Led student group to Kenya for international development internship.**

Paige, R. M. (2003). The American case: The University of Minnesota. *Journal of Studies in International Education*, 7, 52-63.

Internationalizing the Curriculum

Complexity, challenges and opportunities:

- **Mestenhauser, J. A. & Ellingboe, B. J. (Eds.) (1998).** *Reforming the higher education curriculum: Internationalizing the campus.* Phoenix, AZ: The American Council on Education and The Oryx Press.
- **Grünzweig, W. & Rinehart, N. (Eds) (2002).** *Rockin' in Red Square: Critical approaches to international education in the age of cyberculture.* Münster: Lit Verlag.

Internationalizing the Curriculum

Complexity, challenges and opportunities:

- **Josef A. Mestenhauser Lecture Series on Internationalizing Higher Education.**

“Reflections on the past, present, and future of internationalizing higher education: Discovering opportunities to meet challenges.”

<http://www.international.umn.edu/news/evnts/mstenhauser.php>

Opening Plenary: Margaret (Peggy) Pusch

- **“Constant transformation is the new normal...”**
- **“Hole in the wall” – a site that:**
 - **Provides learners with access to a greater range of ideas**
 - **Gives them the chance to learn independently as well as from and with each other.**
 - **Allows them to solve problems from different perspectives**
 - **Promotes creativity**
- **Question: How can we “interculturalize” our institutions?**

***Panel:
Setting the Stage for Student Learning
Abroad***

Carolyn Enns and Erin Davis (Cornell College):

- **Faculty development is challenging work**
- **There are many elements to it**
- **Not all faculty are comfortable working outside their discipline to facilitate other aspects of learning abroad such as intercultural competence (see Goode, 2008; Paige Goode, 2009)**

Panel: Setting the Stage for Student Learning Abroad

Les Diaby (Lake Forest College):

- **Linking pre and post study abroad learning such that the participants connect the dots and continuously build on the learning that occurred.**
- **Venerable and highly relevant theme, no less important today than when Bruce LaBrack wrote about it in 1993.**

Panel: Setting the Stage for Student Learning Abroad

Kiran Cunningham and Ann Haeckl
(Kalamazoo College):

- Importance of structured reflection for transformative learning (Mezirow, 1991). This is a central theme today in study abroad.

Their points are supported by the Georgetown Consortium Study and Maximizing Study Abroad research programs which show that **on site cultural mentoring supports language and culture learning.**

Panel:

Rethinking the Curriculum at Home

**Alexi Pavlenko and Charlotte Blessing
(Colorado College):**

- **Integrate the home curriculum into study abroad such that students are confronted by their “externals” (class, wealth, ethnicity, nationality) in an uncompromising way.**
- **They learn “strategies for survival.”**

Panel:

Rethinking the Curriculum at Home

- **Cautionary note from the Georgetown Consortium Study: Students put in what Michael Vande Berg calls “the deep end of the pool” (deep immersion) without support may flounder. In Nevitt Sanford’s terms, the challenge needs to be balanced by support. The GSC findings that (1) culturally dissimilar sites are very challenging and (2) direct enrollment/study with host country students in the target language is intense provide a foundation for the finding (3) that cultural mentoring while the students are abroad is a key to their learning.**

Panel:

Rethinking the Curriculum at Home

**Alexi Pavlenko and Charlotte Blessing
(Colorado College):**

The importance of study abroad aligning with the curriculum and the academic major, so that study abroad is integral, not marginal to the curriculum.

The Georgetown Consortium Study that I will discuss later, says more on this to us.

Panel:
Rethinking the Curriculum at Home

Rachel Ellett (Beloit):

- **Provided exemplars of how technology can be used to connect on and off campus learners via blogs and Skype in a political science curriculum.**
- **Academic and personal reflections are linked in a manner that leads to the senior thesis.**

Panel:

Rethinking the Curriculum at Home

Sara Tully and Tracy Buss (UW Milwaukee):

- **Provided a fine example of how to integrate study abroad into the curriculum via an academic major, in this case, Global Studies, as well as a minor that can provide access to students in other disciplines.**
- **Pointed out the importance of linking study abroad to longer term academic and career goals (a key point of the current EdPA 3103 Global Identity course at the University of Minnesota).**

Panel: Rethinking the Curriculum at Home

Helena Kaufman (Carleton College):

- **Wonderful examples of the power and impact of study abroad as reflected in the students' senior thesis.**
- **The senior thesis is a capstone experience that connects the learning abroad experience to the academic major via the reflection and analysis that occurs in writing a senior thesis.**

Panel: Program Design

Amy Greeley and David Rudd (Arcadia College):

- **Theme orientation to study abroad to promote:**
 - **Better understanding of what they already know**
 - **Building on that knowledge**
 - **Reflecting on new knowledge**
 - **Connecting experiences to a theme**
- **Focus on student goals and goal achievement**

Panel: Program Design

Laura Stachowski (Indiana U.) and Olga Shonia (Ripon College):

- **Reminds us of the importance of preparing learners, cultural immersion, and ongoing reflection**
- **Outcomes include: better understanding of other value systems, cultural self-awareness, and long term impact.**

Panel: Program Design

Daniel Youd (Beloit College):

- **The city as a site for learning.**
- **The importance of preparation**
- **The importance of planning out the experience**
- **The value of engagement with host country persons.**

Panel: Science and Study Abroad

Emily Walsh (Cornell College), Lynda Dybas (Knox College) and David Statman (Allegheny College):

- **Fine examples of learning within and across the disciplines.**
- **Importance of a research-intensive experience**
- **Value of being away from communication technology and being deeply immersed in the host culture**

Key Learning Outcomes

- **Intercultural Competence**
- **Cultural Awareness**
- **Learning in the Discipline**
- **Global Mindset**
- **Global Engagement**
- **Second Language Acquisition**
- **Service Ethic**

Learning Outcome: Intercultural Competence

- ***Effectiveness in communicating and interacting with persons from another culture.***
- ***Effectiveness in communicating and interacting within culturally diverse groups and communities.***
- ***Practice M. Bennett's "**platinum rule**": Do unto others as they would have done unto them.***
- ***Act and make evaluations taking cultural context and multiple perspectives into account.***

Learning Outcome: Intercultural Competence

- ***Cognitive frame-shifting***: The ability to shift mentally into the ways that persons in the host culture think about things. Taking their perspective. Knowing how persons think about things in the host culture.
- ***Behavioral code-shifting***: The ability to adapt behavior to the norms and values of another culture. Knowing how people do things in the host culture.

Learning Outcome: Intercultural Competence

- ***Moodian, M. A. (Ed.) (2008). Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations. Thousand Oaks, CA: Sage.***
- ***Savicki, V. (Ed.). (2008). Intercultural Competence and Transformation: Theory, Research, and Application in International Education. Sterling, VA: Stylus Publishing.***
- ***Deardorff, D. K. (Ed.) (2009). The SAGE handbook of intercultural competence. Thousand Oaks, CA: SAGE.***

Learning Outcome: Intercultural Competence

- Challenge: intercultural readiness of students for deep intercultural learning**
- Deardorff (2009) Intercultural Competence
 - M. Bennett (1993) Intercultural Development

Theme: Cultural Mentoring/ Facilitating Intercultural Competence

Georgetown Consortium Project

Vande Berg, M., Connor-Linton, J., & Paige, R. M. (2009). The Georgetown Consortium Project: Interventions for student learning abroad. *Frontiers, XVIII*, 1 – 75.

Sage Handbook on Intercultural Competence

Paige, R. M., & Goode, M. L. (2009). Cultural mentoring: International education professionals and the development of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*, (pp. 333-349). Thousand Oaks, CA: SAGE.

Maximizing Study Abroad

Paige, R. M., Cohen, A. D., & Shively, R. (2004). Assessing the impact of a strategies-based curriculum on language and culture learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad, X*, 253-276.

Learning Outcome: Cultural Awareness

- 1. Cultural knowledge:** Discovering what your host culture is like, how it is similar to and different from your own. Target culture specific knowledge.
- 2. Cultural self-awareness:** Learning about your own culture. Discovering your own cultural values.
- 3. Culture learning skills:** Learning how to learn. Discovering ways to effectively learn about the new culture. Becoming a “cultural detective.”
- 4. Intercultural adaptation skills:** Learning how to adapt thinking and behavior to the cultural context. Effective communication and interaction.

Learning Outcome: Learning in the Discipline

- **The Georgetown Consortium Study included one year interviewing faculty in fields as diverse as engineering, biological sciences, health sciences, business, and the humanities. Across disciplines, the faculty agreed and found it important that study abroad could promote:**
 - 1. Ability to work effectively on a multicultural team**
 - 2. Ability to apply disciplinary knowledge**
 - 3. Ability to analyze and consider cultural context when solving problems with disciplinary knowledge**
 - 4. Awareness and practice of the discipline's professional ethics and standards.**

Vande Berg, Connor-Linton, & Paige (2009)

Learning Outcome: Global Mindset

“In this section, we present our concept of internationalization. Our emphasis is on the learning process (ways of constructing knowledge) as opposed to the product (the knowledge base itself). Our orientation is metacognitive and epistemological in nature; it focuses on the ways in which individuals organize their thinking, construe their experiences, and make sense out of their world.” (Paige and Mestenhauser, 1999: 504).

Paige, R. M. & Mestenhauser, J. A. (1999). Internationalizing educational administration. *Education Administration Quarterly*, 35 (4), 500-517.

Learning Outcome: Global Mindset

“We define internationalization as a complex, multidimensional learning process that includes the integrative, intercultural, interdisciplinary, comparative, transfer of knowledge-technology, contextual, and global dimensions of knowledge construction...These all combine to form what we refer to as an international mind-set.” (Paige & Mestenhauser, 1999: 504-505).

Learning Outcome: Global Mindset

“Global mindset is a metacapability typified by two corresponding facets: an inclusive cognitive structure that directs attention and interpretation of information and a well developed competence for altering and revising this cognitive structure with new experiences.”

Maznievski, M. L. & Lane, H. W. (2004) Shaping the global mindset: designing educational experiences for effective global thinking and action. In N. Boyacigiller, R.M. Goodman, & M. Phillips (Eds). *Crossing cultures: Insights from master teachers*. London: Routledge

Learning Outcome: Global Engagement

- **Beyond Immediate Impact: Study Abroad for Global Engagement (SAGE)**
- **The SAGE research project seeks to examine the long-term personal, professional, and global engagement outcomes associated with study abroad experiences that occur during the college years. The researchers define global engagement as the contributions a person makes to the common good by means of civic engagement, knowledge production, social entrepreneurship, and philanthropy.**
- **The SAGE research project is conducted in collaboration with the Forum on Education Abroad.**
- **Project website : <http://www.cehd.umn.edu/projects/sage/>**

Global Engagement

1. Global engagement can take many forms. Researchers on the SAGE (Study Abroad for Global Engagement) project have identified a number of these:

- ***Philanthropy*** (volunteering our time and giving money). Supporting organizations working to solve global issues.
- ***Voluntary Simplicity*** (making lifestyle choices that help sustain the environment). This can mean many things such as using public transportation, bicycles, or walking; consuming less; recycling.
- ***Social Entrepreneurship***: Creating or shaping organizations and business that view serving the public good as a central goal.
- ***Civic Engagement***: Becoming an active citizen on local and international issues by such things as voting and being involved in the political process, demonstrating, writing letters to the media.
- ***Knowledge Production***: This means producing knowledge relevant to the public good in traditional print and non-print forms.

Learning Outcome: Second Language Acquisition

- 1. International educational exchange programs provide a great opportunity to learn an additional language and/or another dialect of your language in a place where the language is spoken.**
- 2. We can assist learners by familiarizing them with language learning strategies: listening, learning vocabulary, writing, speaking, reading, translating.**

Paige et al (2006). *Maximizing Study Abroad.*

Learning Outcome: Service Ethic

1. Closely related to global engagement is the concept of a service ethic. This means feeling, in a very personal way, a sense of responsibility to help others.

2. A service ethic is based on compassion and caring.

2. A service ethic can be expressed in many ways such as volunteering to work internationally (e.g., the U.S. Peace Corps and other national and international service organizations), working to better our communities, and mentoring youth.

Key Points

- **Facilitate learning**
- **Connect learning through the stages**
- **Links intercultural with academic learning**
- **Provide guided, structured reflection**
- **Connect learning to the students' future**
- **Provide for personal involvement, self-directed learning**
- **Turn culture shock into culture learning and intercultural competence.**

About the Presenter

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