



Study Abroad And Educational Development

**Velliaris, Donna M., Coleman-George,
Deb**

Study Abroad And Educational Development:

Study Abroad and Educational Development William D. Carter,1973 In recent years the role of study abroad in development has been the object of increasing examination as part of the general critique of assistance programs undertaken by international agencies in preparation for the Second Development Decade This review by emphasizing the importance of the human role in development has raised questions as to the more efficient use of educated manpower the under employment of trained people the brain drain and how education and training whether undertaken at home or abroad could make a greater contribution to the total development of a country The aim of this monograph is to review the study abroad problem in order that educational planners and administrators particularly in developing countries might be informed of some of the recent thinking on the subject Certain suggestions are made which may help in the more efficient planning and administration of study abroad in the framework of total educational and development planning Author MW The First Time Effect Joshua S. McKeown,2009-01-15 A fresh look at study abroad programs on American college and university campuses **Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers** An, Heejung,2016-11-17 Study abroad programs offer a unique opportunity for students to immerse themselves within different cultural backgrounds as they continue to further their education By experiencing this first hand in service and pre service educators are better prepared to address diversity issues within their classrooms The Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P 12 Teachers highlights program developments geared towards pre service and in service teachers Featuring the pedagogical opportunities available to participants and the challenges encountered during the development and implementation of study abroad programs this publication is a critical reference source for pre service and in service teachers school administrators higher education faculty educational researchers and educators in multicultural and international education programs *Study Abroad and Educational Development* International Institute for Educational Planning,W. D. Carter,1971 **Education Abroad and the Undergraduate Experience** Elizabeth Brewer,Anthony C. Ogden,2023-07-03 Co published with This volume focuses on two questions First how can education abroad be embedded into undergraduate education so that students experience it as an integral component of their education and something they help shape rather than as time away from their education and as a commodity to be consumed Second how can colleges and universities maximize the educational value of education abroad by forging stronger connections between it and other undergraduate experiences The volume argues that learning abroad be positioned within the work of the larger institution and students overall education Organized within three sections this volume makes the case that learning abroad must be positioned within the work of the larger institution and students overall education In doing so it questions many current assumptions and stimulates thinking about the power of an integrative approach to education abroad to lead to lasting educative value An integrative approach requires that students be afforded

multiple opportunities and ongoing support to draw connections with their learning abroad with other dimensions of their undergraduate education Chapters cover topics such as the additive value of integrating multiple HIPs with education abroad to span disciplinary boundaries and promote an array of soft or operational skills the importance of maintaining the disruptive quality of the encounter with the foreign to enrich study at home issues of commodification and reciprocity increasing access to study abroad to community college particularly adult populations facilitating students social and intellectual development identity formation and reflective practice rethinking orientation programming to emphasize the continuity of learning pre during and post education abroad asking fundamental questions about the purpose of education abroad to rethink assessment and its purposes the faculty role in the internationalization of the curriculum and developing more intentional relationships with in field partners and international educational organizations to more effectively connect leaning abroad with other dimensions of undergraduate education For everyone involved in international education whether SIOs faculty department chairs or deans the critical questions and new perspectives offered here will inform and shape the growing movement to integrate education abroad with the overall undergraduate experience

Study Abroad and Educational Development International Institute for Educational Planning William D. Carter, Unesco. International Institute for Educational Planning, 1973

Student Learning Abroad Michael Vande Berg, R. Michael Paige, Kris Hemming Lou, 2023-07-03 A central purpose of this book is to question the claims commonly made about the educational benefits of study abroad Traditional metrics of enrollment increases and student self report and practices of structural immersion are being questioned as educators voice growing uncertainty about what students are or are not in fact learning abroad This book looks into whether these criticisms are justified and what can be done if they are The contributors to this book offer a counter narrative to common views that learning takes place simply through students studying elsewhere or through their enrolling in programs that take steps structurally to immerse them in the experience abroad Student Learning Abroad reviews the dominant paradigms of study abroad marshals rigorous research findings with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning brings to bear the latest knowledge about human learning and development that raises questions about the very foundations of current theory and practice and presents six examples of study abroad courses or programs whose interventions apply this knowledge This book provokes readers to reconsider long held assumptions beliefs and practices about teaching and learning in study abroad and to reexamine the design and delivery of their programs In doing so it provides a new foundation for responding to the question that may faculty and staff are now asking What do I need to know and what do I need to be able to do to help my students learn and develop more effectively abroad Contributors Laura Bathurst Milton Bennett Gabriele Weber Bosley John Engle Lilli Engle Tara Harvey Mitchell Hammer David Kolb Bruce La Brack Kris Hemming Lou Kate McCleary Catherine Menyhart R Michael Paige Angela Passarelli Adriana Medina Lopez Portillo Meghan Quinn Jennifer Meta Robinson Riikka Salonen Victor

Savicki Douglas Stuart Michael Vande Berg James Zull While the authors who have contributed to Student Learning Abroad are all known for their work in advancing the field of education abroad a number have recently been honored by leading international education associations Bruce La Brack received NAFSA's 2012 Teaching Learning and Scholarship Award for Innovative Research and Scholarship Michael Paige 2007 and Michael Vande Berg 2012 are recipients of the Forum on Education Abroad's Peter A Wollitzer Award

Student Learning Abroad Michael Vande Berg, R. Michael Paige, Kris Hemming Lou, 2012 A central purpose of this book is to question the claims commonly made about the educational benefits of study abroad Traditional metrics of enrollment increases and student self report and practices of structural immersion are being questioned as educators voice growing uncertainty about what students are or are not in fact learning abroad This book looks into whether these criticisms are justified and what can be done if they are Student Learning Abroad reviews existing paradigms of study abroad marshals research findings about what undergraduates are or are not learning brings to bear

Impacts of Study Abroad on Higher Education Development Nobuko Kayashima, Miki Sugimura, Kazuo Kuroda, Yuto Kitamura, 2024-08-10 This open access book is an exceptional contribution to the burgeoning fields of higher education development and higher education internationalization as it empirically examines the impact of the study abroad experiences of faculty members on individual and institutional development The research and its outcomes presented here utilize results from a large scale survey and interviews of faculty at ten leading universities in Malaysia Indonesia Vietnam and Cambodia The analyses show that the study abroad experiences of faculty members impact not only improvements in research quality and development of educational programs but also serve as the foundation for international activities at the university crucially important in today's higher education landscape On the other hand the research reveals the rapid development of higher education at the local and regional levels including the development of graduate programs for faculty training in the home country leading to increasing rates of study abroad within Southeast Asia Through the analyses presented this book offers a new understanding of higher education development and internationalization in Southeast Asia by examining the impact of study abroad on the academic profession higher education institutions and the higher education sector

Student Learning Abroad Michael Vande Berg, R. Michael Paige, Kris Hemming Lou, 2012-06-01 A central purpose of this book is to question the claims commonly made about the educational benefits of study abroad Traditional metrics of enrollment increases and student self report and practices of structural immersion are being questioned as educators voice growing uncertainty about what students are or are not in fact learning abroad This book looks into whether these criticisms are justified and what can be done if they are The contributors to this book offer a counter narrative to common views that learning takes place simply through students studying elsewhere or through their enrolling in programs that take steps structurally to immerse them in the experience abroad Student Learning Abroad reviews the dominant paradigms of study abroad marshals rigorous research findings with emphasis on recent studies that offer convincing evidence about what

undergraduates are or are not learning brings to bear the latest knowledge about human learning and development that raises questions about the very foundations of current theory and practice and presents six examples of study abroad courses or programs whose interventions apply this knowledge This book provokes readers to reconsider long held assumptions beliefs and practices about teaching and learning in study abroad and to reexamine the design and delivery of their programs In doing so it provides a new foundation for responding to the question that may faculty and staff are now asking What do I need to know and what do I need to be able to do to help my students learn and develop more effectively abroad Contributors Laura Bathurst Milton Bennett Gabriele Weber Bosley John Engle Lilli Engle Tara Harvey Mitchell Hammer David Kolb Bruce La Brack Kris Hemming Lou Kate McCleary Catherine Menyhart R Michael Paige Angela Passarelli Adriana Medina Lopez Portillo Meghan Quinn Jennifer Meta Robinson Riikka Salonen Victor Savicki Douglas Stuart Michael Vande Berg James Zull While the authors who have contributed to Student Learning Abroad are all known for their work in advancing the field of education abroad a number have recently been honored by leading international education associations Bruce La Brack received NAFSA's 2012 Teaching Learning and Scholarship Award for Innovative Research and Scholarship Michael Paige 2007 and Michael Vande Berg 2012 are recipients of the Forum on Education Abroad's Peter A Wollitzer Award

From Study Abroad to Education Abroad Senta Goertler, Theresa Schenker, 2021-02-28 Comprehensive and evidence based this book presents the best practices for designing and sustaining study abroad programs to maximize the outcomes and benefits of education abroad for all students Distilling the history research and variations of study abroad programs Goertler and Schenker provide a clear eyed analysis of the lessons learned and the common obstacles associated with education abroad Organized in three parts the state of education abroad in the US research on education abroad outcomes and best practices Goertler and Schenker demonstrate the benefits of long term study abroad for the development of advanced language skills and intercultural competence and the need for diversity in participation Chapters offer theory based practice proven recommendations to invigorate innovate and implement successful study abroad programs that are sustainable and ethically engage with the local community The authors discuss design features to maximize language proficiency and intercultural competence Grounded in up to date research and theory the book responds to the challenges associated with long term education abroad programs and provides recommendations on re invigorating long term programs and diversifying participation in education abroad *From Study Abroad to Education Abroad* is vital reading for academics researchers and students in the fields of language education and education policy as well as practitioners such as language program coordinators and education abroad administrators

Advancing Teacher Education and Curriculum Development through Study Abroad Programs Rhodes, Joan A., Milby, Tammy M., 2015-11-12 The number of English language students in American schools has dramatically increased in recent years creating a greater awareness of cross cultural issues and considerations in education Globalization as well as an increase in international exchange student programs has proven that

pre service teachers can benefit from traveling abroad and working with students from different cultural and linguistic backgrounds *Advancing Teacher Education and Curriculum Development through Study Abroad Programs* is an authoritative reference source for the latest scholarly research on the value of travel abroad programs for pre service educators addressing the benefits and opportunities available when teachers gain cultural awareness and a better global understanding Highlighting theoretical foundations curriculum innovations and specific challenges to overcome in the implementation of such programs this book is an essential reference source for school administrators university professors curriculum developers and researchers in higher education *Education Abroad* Erin A. Mikulec, Samantha Potempa, Kara Pike Inman, 2020-12-08 This book explores education abroad as a learning environment covering student outcomes faculty development and program assessment It highlights the benefits of intercultural competence autonomy and confidence gained through study abroad *Handbook of Research on Study Abroad Programs and Outbound Mobility* Velliaris, Donna M., Coleman-George, Deb, 2016-08-24 Millions of students seek short and long term study abroad options every year and this trend is a key illustration of the internationalization of higher education Because a global perspective has become mandatory in the largely globalized workforce many institutions look to study abroad programs to prepare their students This outbound mobility has the potential to contribute to greater understanding between cultures countries and individuals The *Handbook of Research on Study Abroad Programs and Outbound Mobility* offers a comprehensive look into motivations for and opportunities through all forms of outbound mobility programs By providing empirically based research this publication establishes the benefits difficulties and rewards of building a framework to support international students and programs It is an invaluable resource for academics students policy makers course developers counselors and cross cultural student advisors **Guidelines for Education Abroad Advising** The Forum on Education Abroad, 2022-09 These Guidelines are intended for use by all who are either directly engaged in supporting students at any stage across the education abroad experience and or are involved in the work of designing advising pathways They can be used to train new staff and to guide conversations between education abroad professionals and their counterparts across their campuses and at partner organizations The Standards of Good Practice for Education Abroad apply to all aspects of education abroad Use them together to develop a comprehensive approach to education abroad advising *Educational Development in Guinea, Mali, Senegal, and Ivory Coast* Jerry B. Bolibaugh, United States. Office of Education, 1972 *Student Learning Abroad* Michael Vande Berg, R. Michael Paige, Kris Hemming Lou, 2023 A central purpose of this book is to question the claims commonly made about the educational benefits of study abroad Traditional metrics of enrollment increases and student self report and practices of structural immersion are being questioned as educators voice growing uncertainty about what students are or are not in fact learning abroad This book looks into whether these criticisms are justified and what can be done if they are The contributors to this book offer a counter narrative to common views that learning takes place simply through students

studying elsewhere or through their enrolling in programs that take steps structurally to immerse them in the experience abroad Student Learning Abroad reviews the dominant paradigms of study abroad marshals rigorous research findings with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning brings to bear the latest knowledge about human learning and development that raises questions about the very foundations of current theory and practice and presents six examples of study abroad courses or programs whose interventions apply this knowledge This book provokes readers to reconsider long held assumptions beliefs and practices about teaching and learning in study abroad and to reexamine the design and delivery of their programs In doing so it provides a new foundation for responding to the question that may faculty and staff are now asking What do I need to know and what do I need to be able to do to help my students learn and develop more effectively abroad Contributors Laura Bathurst Milton Bennett Gabriele Weber Bosley John Engle Lilli Engle Tara Harvey Mitchell Hammer David Kolb Bruce La Brack Kris Hemming Lou Kate McCleary Catherine Menyhart R Michael Paige Angela Passarelli Adriana Medina Lopez Portillo Meghan Quinn Jennifer Meta Robinson Riikka Salonen Victor Savicki Douglas Stuart Michael Vande Berg James Zull While the authors who have contributed to Student Learning Abroad are all known for their work in advancing the field of education abroad a number have recently been honored by leading international education associations Bruce La Brack received NAFSA's 2012 Teaching Learning and Scholarship Award for Innovative Research and Scholarship Michael Paige 2007 and Michael Vande Berg 2012 are recipients of the Forum on Education Abroad's Peter A Wollitzer Award

Responsibility of Higher Education Systems, 2020-06-29

The evolving societal political and economic landscape has led to increased demands on higher education institutions to make their contribution and benefits to society more visible and in many cases with fewer public resources This book contributes to the understanding of the responsibilities of Higher Education and the challenges posed to the production and circulation of knowledge It raises questions about the role of higher education in society its responsibility towards students and staff and regarding its intended impact The book brings together a range of topical papers and a diversity of perspectives scientific investigations of reputed scholars critical evidence based papers of third space professionals and policymakers perspectives on the daily practice and management of higher education institutions and systems The variety of both content and contributors elevates the richness of the book and its relevance for a large audience Contributors are Victor M H Borden Lex Borghans Bruno Broucker Hamish Coates Gwilym Croucher Lisa Davidson Mark Engberg Philipp Friedrich Martina Gaisch Solomon Gebreyohans Gebru Ton Kallenberg Kathi A Ketcheson Lu Liu Alfredo Marra Clare Milsom Kenneth Moore Roberto Moscati Marjolein Muskens Daniela N Meyer Attila Pausits Svetlana Shenderova Wafa Singh Chuanyi Wang Denyse Webbstock Gregory Wolniak and Jiale Yang See inside the book

Shaping Education Policy Discourse Jian Li, 2022-09-15 This book provides key insights into conceptualizing and contextualizing the education policy discourse model from the perspective of the internationalization of education development in China It discusses the education policy discourse

of international education with Chinese characteristics It comprehensively covers the internationalization of education development including the macro perspective on the internationalization of education development in China the quest for internationalization at home post COVID 19 international education development in China and mapping study abroad policy development in China This book also explores the strategies regarding advancing the internationalization of education development in China contextually and systematically This is a highly informative and carefully presented book providing academic insight for readers with an interest in international education policy in China

Education Abroad Anthony C. Ogden, Bernhard Streitwieser, Christof Van Mol, 2020-06-02 Recent decades have seen unprecedented growth in the number of students travelling abroad for the purpose of short term academic study As such attention is turning to the role that education abroad can have in enhancing student learning and producing global ready graduates This volume provides a succinct and accessible analysis of the existing research and scholarship around the world on a range of important areas related to contemporary education abroad providing practitioners with important implications for programming and practice Focusing on fourteen key topics relating to education abroad this accessible desktop compendium not only synthesizes what is already known but also indicates which topics need further research and how the existing literature can be applied to daily programming and practice Extending beyond student learning outcomes to look at essential topics such as institutional outcomes program models and host community outcomes this volume covers major trends in contemporary research as well as an assessment of the methodological and design challenges that are common to education abroad research The fourteen distinct topics address the broad themes of participation programming student outcomes institutional outcomes and societal outcomes and include chapters from a broad range of widely acknowledged and respected international experts Bridging the gap between scholarship and practice this accessible guide is essential reading for anyone working in higher education today and involved in shaping and managing education abroad programs It is useful for all who want to understand and leverage existing research to inform education abroad programming and practice

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