

UNIVERSITY OF MINNESOTA
Study Abroad Curriculum Integration

International Education for Undergraduates

Internationalizing the Curriculum Conference Poster Sessions

Integrating Study Abroad into Academic Advising in a Multicultural Advising Community

Ellen Sunshine, University of Minnesota, Twin Cities

Jeannie Stumne, University of Minnesota, Twin Cities

As academic advisors working in a multicultural advising community we have become aware of the relatively low numbers of students of color who study abroad. The poster session will include an overview of the MLK advising community, explanations and examples of the strategies we have utilized with our students and data focusing on the increase in student awareness and participation in study abroad.

Integrating Study-Abroad and Service-Learning

Dr. Ellen J. Kennedy, St. Thomas University

Students often "see" a new culture through people who are most like them: other college students, professors, host families, etc. The artifacts that they see are also familiar in form or in social location: museums, theatres, shopping areas, and sporting and recreational facilities. One way to encourage a more layered understanding during a study-abroad experience is through community-based service-learning, in which students actively engage with an organization to promote social or economic justice. This session describes a course to Guatemala that uses service-learning as its major focus.

Bringing Study Abroad Back Home: Peer advisors at the University of Iowa

Anja Szustak, University of Iowa

William Behrends, University of Iowa

At the University of Iowa, Peer Advisors are former study abroad participants who serve as mentors to prospective study abroad students. This project examines the role study abroad played and continues to play in their undergraduate educational experience and investigates the role of study abroad in their subsequent educational pursuits.

The Global Proficiency Certificate: Replicating a Successful Model

Andrea L. Irby, North Carolina State University

Ingrid Schmidt, North Carolina State University

Based on a model created by Boston College, NCSU is now implementing the Global Proficiency Certificate Program. Main requirements include an international experience, language study and other coursework, and community service. Join us for a lively discussion about the controversial aspects of the program, and gather ideas for your own campus.

Student Parents Study Abroad Poster Session

Amy Greeley, University of Minnesota, Twin Cities

This session will highlight the process and materials developed for assisting student parents that want to study abroad.

Strengthening the Curriculum With Real-World International Experience

Susan M. Fitzgerald, Fairfield University

A poster display of Fairfield University's partnership with the Brisbane, Australia business community. Undergraduate credit internships offered to all majors seeking a significant international work experience. Presenters will discuss the internship placement process and the customized placement of each student. Through this collaboration Fairfield University is able to expand its international visibility and develop sustainable, long-term student work opportunities.

The First Year Study Abroad Initiative

David Larsen, Arcadia University

In the interest of developing and extending the concept of campus internationalization into reality at Arcadia University, a select group of first-year students were invited to study abroad in London for their first semester during the Fall of 2003. Sixty students participated in the first year of the program. Support included two faculty members from the home campus, administrative staff and instructors from the Arcadia London Center, and scheduled intermittent visits by administrators and student support personnel from the home campus in Pennsylvania. Unique orientation programming, special Arcadia first year courses, and a comprehensive plan for assessment were developed to ensure success for this new initiative. The poster session will describe the concept, share unique curricular components, explain the calendar and credit scheme, and finally, share photographs and feedback from the students.

Conception and Development of the "Multicultural Students Study Abroad Brochure"

Miki Fujisawa, University of Minnesota, Twin Cities

Santiago Fernandez-Gimenez, University of Minnesota, Twin Cities

Why create a study abroad brochure and advising piece for multicultural students? At the University of Minnesota a group of advisers and faculty known as the Multicultural Study Abroad Group (MSAG) decided that creating a print piece specifically for students of color was a positive strategic step toward communicating benefits and barriers of study abroad to this audience. Our poster looks at the development process of the brochure, and addresses the rationale behind the different content components.

Science, Mathematics and Engineering Programs Abroad

Eduard Izraylovsky Knowledge Exchange Institute

Paul Brown, Clark Atlanta University

Science, mathematics and engineering majors are among the most underrepresented in study abroad. If we are serious about integrating international opportunities into the curriculum and increasing student participation, it is essential for study abroad providers to offer discipline-specific courses and research internships (in English) that meet the needs of students. Developing and managing discipline-specific programs abroad that focus on science, mathematics and engineering has certain challenges that do not exist or are less relevant to traditional humanities and language programs. This poster presentation addresses three of the main obstacles to organizing discipline-specific programs.

Using Swedish Migration to Minnesota to Internationalize a U.S. History Course and Promote

University of Vaxjo, Sweden/University of Minnesota Duluth Student Exchanges

Judith Ann Trolander, Department of History, University of Minnesota, Duluth,

The poster/presentation will focus on using two feature-length, mainstream films on Swedish migration to Minnesota, "The Emigrants" and "The Land," to internationalize a course on U.S. social and cultural history and to promote the University of Minnesota Duluth program at the University of Vaxjo, Sweden. A large, three-part folding poster will be used to give information about the films, the novels by Swedish author Vilhelm Moberg on which the films were based, the "American Society and Culture" course utilizing the films, and the student exchanges between the University of Minnesota Duluth and the University of Vaxjo, Sweden.

Integrated Learning Abroad Through Academic Internships

Aden Hayes EUSA - European Study Abroad

Internships abroad are excellent vehicles for learning about a new culture through the optic of the workplace. But internships for academic credit should be more than practical training. A strong academic component incorporating research, reflection and reporting can lead the intern to an understanding of the processes and consequences of the work she is doing, and help her situate her internship in the wider context of her university learning and her professional plans. This poster session will provide attendees models of different academic components of an internship course abroad. The models will be summarized and examples of each, produced by students, will be available.

Why can't we all be friends? Linking the International and American Student Population

Melanie McCallon, Murray State University, Institute for International Studies

It is vital that American & International students have the opportunity to learn from one another. The International Ambassador program pairs American and international students, giving the American students course credit for participation, bridging the gap between American and international groups on campus, and allowing for genuine intercultural exchange.

The Development of the Diversity Issues in Study Abroad Survey

Joe Hoff, University of Minnesota, Twin Cities

This poster session will detail the development and philosophy of the "Diversity Issues in Study Abroad" Survey presently used by the University of Minnesota's study abroad office. Many study abroad students have different experiences abroad based on their backgrounds, ethnicity, religion, gender, sexual identity, and other factors. The Learning Abroad Center developed a "Diversity Issues in Study Abroad" Survey to understand these experiences. This poster session describes the development and philosophy of the Survey and provides some examples of responses from returned students.

Study Abroad for Students in a Week-End College Program

Regina McGoff, Augsburg College

Janelle Bussert, Augsburg College

Judy Johnson, Augsburg College

Judy Johnson In 1982, Augsburg College initiated a Week-End College program to make a college education easier for non-traditional students. Augsburg has developed several study abroad programs to fit the curriculum and schedules and has consistently run them since 1989. The panel will include a

professor and an administrator who have designed and accompanied groups to Mexico and Norway. Week-End College students will also participate in the panel to speak directly about their experiences.

A Successful Collaboration between Schools of Business and Engineering for an Integrated Fieldtrip Abroad

Annagene Yucas, Director, Study Abroad, University of Pittsburgh

Through the collaborative efforts of the faculty of the College of Business Administration and the School of Engineering at the University of Pittsburgh, a new study abroad option was made available to freshman majors. Following a required course in the second term of the freshman year, an optional extension of that course is offered as an Integrated Fieldtrip Abroad (IFTA). By pooling resources and working with the Study Abroad Office, this "appetizer" course is intended to encourage students to participate in a second, longer study abroad experience. Business and engineering majors partner with students of the host institution and study dominant industries both in the classroom and on-site.

Demystifying University Ratings

Mickey Slind, IFSA-Butler University
Amy Bartnick Blume, IFSA-Butler University
Joanna Holvey Bowles, IFSA-Butler University

This poster will address the topic of non-US university ratings. What are they? Where can you find them? Who produces them? How should you use them? What criteria is used to create them? What do they mean to curriculum integration? Whether you like them or not, you can't ignore them.

Welcome Abroad: The Art of Hosting Site Visits

Mickey Slind, IFSA-Butler University
Andrew Williams, IFSA-Butler University

This poster will address the topic of site visits to overseas universities and programs, from the point of view of the host institution or organization. It will include tips on protocol, expectations, preparation, and communication strategies for visitors so that they can make the most out of the experience.

Transatlantic Crossings: International Relations Between France and North America

Alan K. Smith, University of Minnesota, Twin Cities

This project seeks to internationalize French studies by comparing the ongoing fascination—at times, obsession—with French culture in North America to the longstanding and equally vexed French fascination with North American culture. Rather than defend France against America's global hegemony, my primary goal is to show how both sides of the Atlantic have engaged in complex and often tense exchanges from the colonial period to the present. While France has long served as an ambivalent model of cultural and intellectual priority and superiority, so too the United States and Canada have become essential parts of France's collective imaginary over the past three hundred years. Upon completion of the course, students will have a strong understanding of historical and cultural issues that underpinned these longstanding transactions and standoffs across the Atlantic.

Successes and On-going Challenges to the Process of Internationalizing the Curriculum at East

Stroudsburg University
Jeff Ruth, East Stroudsburg University

This poster describes some of the recent successes and ongoing challenges at East Stroudsburg University of Pennsylvania with respect to the process of internationalizing the curriculum and student life on campus. Among the points addressed: a new International Studies Minor; cultivating study abroad in the face of high costs; changes in foreign language teacher ed; and very limited funds for international programs.

Internationalized College Curriculum in the Eyes of International Beholders: A Case Study on Internationalizing Courses by only Adding International Materials to the Contents

Fang Du, University of Minnesota, Morris

This study asks, “Can true curriculum internationalization be achieved by only adding international materials to the course contents?” The methodology is a case study in a liberal arts college. An international-student-only sample is selected for interview because the author believes international students can offer unique perspectives on the assessment of internationalized curriculum.

Maximizing Study Abroad: Strategies for Language & Culture Learning and Use

Karin Larson, University of Minnesota, Twin Cities

This poster session will give an overview of the Maximizing Study Abroad series of guidebooks designed to help student make most of study abroad opportunities through strategies for language and culture learning and use. Practical and user-friendly, these guides are designed to target the specific needs of study abroad students, program professionals, and language instructors. Information will also be available on a research study currently being conducted to determine the effectiveness of these targeted support materials on study abroad outcomes. Guidebooks will be available for sale.

Peace Corps Material to Facilitate Study Abroad Curriculum Integration

Allan Gerber, Peace Corps Regional Manager

Demonstrations of Peace Corps materials to help teachers and students bring their world to their classrooms: the Coverdell World wise School program, study guides and lesson plans, an interactive website to teach cross-cultural understanding, and more. Plus, how to have a Peace Corps graduate education program on your campus either through the Fellows program or Masters International program .