

ASSESSING STUDY ABROAD

Theory, Tools, and Practice

Edited by Victor Savicki and Elizabeth Brewer

Foreword by Brian Whalen

Book And Assessing Study Abroad Theory Practice

**Melissa Rae Goodnight, Rodney
Hopson**



Book And Assessing Study Abroad Theory Practice:

Assessing Study Abroad Victor Savicki, Elizabeth Brewer, 2023-07-03 This book is intended to guide advisors administrators and faculty members engaged with study abroad who are concerned with answering the question what does study abroad achieve It will also inform the work of study abroad organizations as well as institutions receiving study abroad students Offering a broad based approach to assessment the book will appeal to those starting out However an array of case studies illustrating the often untidy process of implementation will equally appeal to those further along by offering creative and often simple approaches to common problems Following an account of how and why assessment in the field has evolved the first part of the book sets the stage for the reader to consider the role of mission and context in determining purpose goals and outcomes to identify and consult with stakeholders determine what data and expertise may already be available on campus match methods and tools to questions and create realistic plans to communicate findings and to act upon them The second part of the book offers an overview of appropriate tools and strategies for assessing study abroad emphasizing the importance of carefully formulating and prioritizing assessment questions and understanding the advantages and drawbacks of different instruments It describes an array of qualitative quantitative and mixed methods illustrating their application with examples of practice and concludes by outlining the process of putting a plan into action The book concludes with ten case studies that illustrate various approaches to planning experimentation and implementation some revealing false starts and lessons learned and all conveying the message that assessment is an iterative on going process that needs constant refinement The cases represent a wide variety of institutional and organizational types and demonstrate how each selected methods suited to their capacities and cultures

Assessing Study Abroad Victor Savicki, 2012 **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 *Resources in Education*, 2001-04

The Handbook of International Higher Education Darla K. Deardorff, Hans de Wit, Betty Leask, Harvey Charles, 2023-07-03 Co published with AIEA International higher education has evolved in some respects dramatically in the decade since publication of the first edition of this handbook The new issues trends practices and priorities of research that evolved over this time have in some instances been transformed by one of the most dynamic and tumultuous periods in the history of international higher education brought on by the pandemic a re emergence of nationalism and the recognition of the power imbalances between the developed economies and the global south and racial inequities within and across borders This new edition addresses the myriad changes across all aspects of international education each chapter addressing to the extent possible the reality of the present in which they were written and offering some insights for the future While updating a number of chapters from the first edition it also includes a preponderance of new chapters written by contributors representing wider and more diverse backgrounds In keeping with the first edition the overall message is that the internationalization of higher education has a vital role to play in a world that is more interconnected than ever before Recognizing changing economic geopolitical climatic and public health issues as well as the importance of international and cross cultural collaboration to address global problems this handbook offers a comprehensive range of models data and ideas to stimulate new directions in the conception and practice of international education This edition reflects today s concerns around inclusion diversity and equity and how international education is being changed by issues such as decolonization the focus on learning outcomes the impact of digital tools to enhance access and learning and collaboration such a virtual exchange competition for resources risk new patterns of mobility and new models such as joint programs and qualifications As with the first edition the chapters often intentionally pair scholars and practitioners from different parts of the world and include text boxes that highlight concrete institutional national or regional experiences providing diverse voices and perspectives from around the world This comprehensive new edition provides ideas concepts theories and practical ideas from around the world for those seeking to enhance the quality of the three core functions of higher education teaching

research and service to society It constitutes an essential resource for everyone involved in the delivery of international education and in determining its future direction Summary of Contents Maintaining a similar structure of the first edition this revised Handbook is comprised of four sections The first section includes five chapters that address national regional and international frameworks and contexts The second addresses key aspects of internationalization at the strategy level covering leadership institutional strategies outcomes assessment resources and financing risk management and institutional linkages and partnerships The third describes core functions of internationalization addressing intercultural competence development the internationalization of the curriculum teaching and learning virtual exchange international perspectives on the work of student affairs professionals student engagement engaging staff and faculty the internationalization of research and finally and a chapter on serving communities

The Handbook of Practice and Research in Study Abroad Ross Lewin, 2010-11-24 Co published with the Association for American Colleges and Universities AAC U If we are all becoming global citizens what then are our civic responsibilities Colleges and universities across the United States have responded to this question by making the development of global citizens part of their core mission A key strategy for realizing this goal is study abroad After all there may be no better way for students to acquire the knowledge skills and attitudes required to become effective change agents in international contexts The Handbook of Practice and Research in Study Abroad is a comprehensive survey of the field Each chapter eloquently conveys an enthusiasm for study abroad alongside a critical assessment of the most up to date research theory and practice This contributed volume brings together expert academics senior administrators practitioners of study abroad and policy makers from across the United States Canada and other part of the world who meticulously address the following questions What do we mean by global citizenship and global competence What are the philosophical pedagogical and practical challenges facing institutions as they endeavor to create global citizens How is study abroad and global citizenship compatible with the role of the academy What are the institutional challenges to study abroad including those related to ethics infrastructure finances accessibility and quality control Which study abroad programs can be called successful The Handbook of Practice and Research in Study Abroad is an indispensable reference volume for scholars higher education faculty study abroad professionals policy makers and the academic libraries that serve these audiences It is also appropriate for a wide range of courses in Higher Education Master s and Ph D Programs

Ipsative Assessment G. Hughes, 2014-05-07 Ipsative assessment is a powerful new approach that provokes a radical rethink of the purposes and methods of assessment This book presents a case for partially replacing competitive assessment with ipsative assessment and it explores the possibilities and the challenges with research evidence and case studies

International Higher Education's Scholar-Practitioners Bernhard Streitwieser, Anthony C. Ogden, 2016-03-01 The idea of the professional who bridges both research and practice has been largely overlooked and at times even disregarded by the academic and administrative structures that govern activity in higher education today In international higher education the

number of students who now engage in mobility and exchange has expanded globally along with the administrative cadre that manages all facets of internationalization and the quickly growing scholarly attention to understanding the phenomenon. In this process two distinct professional categories have emerged: those who study it and those who do it: the scholars and the practitioners. Practitioners are seen as those who manage the daily logistical flow of students and personnel around the globe while scholars are seen as those who conduct research, collect and analyze data and publish findings to inform, improve and justify the activity. Yet this dichotomy is overly simplistic, outdated and excludes the large and growing class of hybrid scholar practitioners who now engage regularly in both kinds of activity. It is this rapidly growing population of bridge builders that are profiled and discussed in this book through critical essays on the notion of the scholar practitioner and its implication for the further development of international higher education. The chapters include detailed analyses from university faculty, senior international officers and other high level administrators, directors of research centers, key leaders from influential professional associations and private organizations, managers of study abroad and exchange and graduate students. This book launches a much needed dialogue about the perception and reality, potential and promise of the scholar practitioner in higher education today. It will be of relevance to a wide variety of readers from those within universities and organizations to those who are outside observers of higher education.

Theories Bridging Ethnography and Evaluation Melissa Rae Goodnight, Rodney Hopson, 2024-11-29

This first of two volumes examines connections between ethnography and evaluation in educational spaces wrestling with pressing justice issues while elucidating three themes: transformative, intersectional and comparative for guiding contemporary inquiry committed to realizing equity.

Cases Integrating Ethnography and Evaluation Melissa Rae Goodnight, Rodney Hopson, 2025-09-25

This edited collection examines the connections between ethnography and evaluation in educational spaces wrestling with pressing justice and equity issues in today's societies within the USA.

Interculturality in International Education Jane Jackson, 2018-05-15

This comprehensive volume provides a state of the art overview of the key issues and developments in study abroad research and practice with a specific focus on the intercultural and language learning dimensions of the study abroad experience. Rather than looking at individual studies, the book seeks to capture the full complexity of the language learning and intercultural dynamics of study abroad by exploring a wide range of topics of particular interest to study abroad researchers and practitioners including the role of individual differences, identity reconstruction and interculturality, the challenges of assessing learning outcomes and recent pedagogical interventions designed to enhance and extend language learning and engagement in these contexts. The volume also takes a step back to look at future directions for study abroad research and offers innovative interventions in study abroad programming that emphasise its intercultural elements. This book is an authoritative resource for study abroad scholars and researchers in such fields as intercultural communication, applied linguistics, sociolinguistics and language education.

Foundational Practices of Online Writing Instruction Beth L.

Hewett, Kevin Eric DePew, 2015-04-15 Foundational Practices in Online Writing Instruction addresses administrators and instructors questions for developing online writing programs and courses Written by experts in the field this book uniquely attends to issues of inclusive and accessible online writing instruction in technology enhanced settings as well as teaching with mobile technologies and multimodal compositions Developing Intercultural Competence and Transformation Victor Savicki, 2023-07-03 Enrollments in international education programs are projected to grow exponentially as students parents and university personnel seek to prepare future leaders who can live and work effectively in a global environment What do we know about the outcomes of such programs and how can educators become more intentional about designing and assessing the impact of such courses How can we help students achieve the intercultural growth and transformation that they may envision as they set forth on their international sojourn International education provides opportunities for students to grow personally and to learn in a rich and intense educational environment The outcomes of such opportunities emphasize not only traditional academic competence but also changes in motivations attitudes self identity and values It is these latter co academic concepts that are the focus of this book Its goal is to give solid substance to the growth and transformation approach to study abroad It defines the central concept of intercultural competence sets it within the framework of transformative learning theory and offers ideas and strategies for facilitating its development In doing so it goes far beyond traditional emphases on the achievement of such formal skills as foreign language acquisition or specific knowledge of course content in national literatures arts or history This book provides study abroad educators with a theoretical framework and examples of practice to craft more meaningful activities that will make a long term difference in the quality of student experiences and set the stage for transformative change If we plan to send a million students a year to study abroad within the decade we need approaches to maximize student growth outcomes in an efficient and effective way It is also relevant for anyone engaged in courses in adult education college student services comparative and international education international business intercultural relations and service learning that involve study abroad and that raise corresponding issues of curriculum design *Disrupting Program Evaluation and Mixed Methods Research for a More Just Society* Jori N. Hall, Ayesha Boyce, Rodney Hopson, 2023-01-01 While women have influenced the fields of program evaluation and mixed methods research their contributions are rarely acknowledged In this edited volume we recognize the contributions Jennifer C Greene made to evaluation and mixed methods focusing on how she disrupted traditional ways methods are conceptualized and implemented We aim to provide a range of perspectives on how Greene disrupted social science theory methodology and training through her commitment to the values of democracy diversity and dialogue Accordingly the volume makes explicit how Greene democratized social science inquiry and training by emphasizing inclusive culturally responsive and educative theories methods and pedagogical practices Second it clarifies how her commitment to diversity supported scholars from diverse disciplinary backgrounds and cultures within and beyond the United States and validated often ignored perspectives

on phenomena or experiences And third it showcases how her commitment to dialogue opened spaces for non traditional methodological approaches that engage communicate and disseminate program evaluation and mixed methods work Taken together the first hand accounts presented in this volume offer a historical perspective and practical guidance on program evaluation and mixed methods conceptualization implementation and training Endorsements The theme of disruption in this book is a powerful look at the breadth and significance of Jennifer C Greene s distinguished contributions both theoretical and practical in evaluation for over 30 years In essence these chapters reveal the sustaining power of her scholarship and influence today and likely in years to come Her recognition that no single method can solve the complex problems faced in evaluation is revealed in the ontological epistemological and methodological work she developed on mixed methods which led to a genre of study that recast the debate about the hegemony of quantitative over qualitative methods and vice versa She has foregrounded values the quintessential character of evaluation by recognizing the multiplicity of perspectives that guide our theories roles questions designs and perceptions of quality Jennifer Greene s generativity is exemplified in her egalitarian dialogic stance inclusion of voices and context and commitment to equity The chapters reflect the impact of her work on scholars who continue to advance evaluation for a more just society Valerie J Caracelli U S Government Accountability Office It is not possible to convey in a few words my strongest endorsement for this volume that begins scratching the surface of Jennifer C Greene s many contributions to evaluation theory methods and practice I have worked with and learned from her on many occasions over the years as I grappled with refining my understanding and practice of culturally responsive evaluation I commend the editors and authors for this first substantive collection providing a more in depth understanding and appreciation of Jennifer Greene s body of work for some while providing others the opportunity to revisit the lessons we have learned from her work spirit and commitment to make a difference Stafford Hood Center for Culturally Responsive Evaluation Assessment CREA and Professor Emeritus University of Illinois at Urbana Champaign [Integrating Worlds](#) Scott D. Carpenter, Helena Kaufman, Malene Torp, 2023-07-03 What if our students learn the most when they re far from campus Integrating Worlds demonstrates how high quality off campus study epitomizes integrative learning both supporting and enhancing the entire undergraduate experience While off campus study both study abroad or study away occupies a marginal position on most campuses it has the almost unique capacity to bring together a high concentration of high impact educational practices When we combine global learning with collaborative work shared intellectual pursuits learning communities and more these practices reinforce each other exerting a multiplier effect that can potentially result in the most intense learning experience our students will have It can energize and inspire them for the work they will continue to undertake on their home campus It thus becomes crucial for us to identify or design high quality programs that will achieve these goals Moreover we need to reimagine off campus study as an integrated portion of the undergraduate arc one that begins well before our students depart and continues long after they return In this way we help them understand the

interconnectedness not only of the world but also of their own education At the same time the authors recognize material constraints and educational imperatives Off campus study costs money its complexity makes it difficult to assess it overlaps increasingly with internships and civic engagement and by its nature it is more subject to external forces than the on campus experience In careful practical ways Integrating Worlds advances suggestions for dealing with these issues This book urges educators to go beyond the episodic ways we currently link on campus curricula to off campus experience While of interest to specialists in international or intercultural education it speaks most directly to faculty deans and provosts many of whom may have little or dated experience of study abroad and who thus feel unprepared to address this issue of pressing importance As our disciplines and institutions face the complexities of a rapidly changing world this book seeks to fuel the necessary conversations

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

Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-07-05 As the world becomes more globalized student populations in educational settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments educational institutions must develop curriculum policies and programs to aid in the progression of cultural acceptance and understanding *Multicultural Instructional Design Concepts Methodologies Tools and Applications* is a vital reference source for the latest research findings on inclusive curriculum development for multicultural learners It also examines the interaction between culture and learning in academic environments and the efforts to mediate it through various educational venues Highlighting a range of topics such as intercultural communication student diversity and language skills this multi volume book is ideally designed for educators professionals school administrators researchers and practitioners in the field of education

Ethnography David M. Fetterman, 2010 The Third Edition of the best selling *Ethnography Step By Step* guides readers in managing mountains of ethnographic data and making meaningful statements based on that data The second edition provided coverage of a then new frontier the Internet This new edition builds on that coverage and offers an up to date

discussion of technology in ethnography covering a range of topics from technological tools to research with virtual communities Other notable additions to this updated classic include increased coverage of ethics in ethnography and updated examples and references from a broader range of fields so as to represent the landscape of ethnography today Popular with readers for its friendly and accessible approach this new edition will be an indispensable resource for doing ethnographic research It is especially well suited for courses in ethnography qualitative research methods and social research methods

Research Anthology on Service Learning and Community Engagement Teaching Practices Management Association, Information Resources, 2021-12-30 The need for more empathetic and community focused students must begin with educators as service learning has begun to grow in popularity throughout the years By implementing service and community aspects into the classroom at an early age educators have a greater chance of influencing students and creating a new generation of service minded individuals who care about their communities Teachers must have the necessary skills and current information available to them to provide students with quality service learning and community engagement curricula The Research Anthology on Service Learning and Community Engagement Teaching Practices provides a thorough investigation of the current trends best practices and challenges of teaching practices for service learning and community engagement Using innovative research it outlines the struggles frameworks and recommendations necessary for educators to engage students and provide them with a comprehensive education in service learning Covering topics such as lesson planning teacher education and cultural humility it is a crucial reference for educators administrators universities lesson planners researchers academicians and students **Books in Series** , 1985 Vols for 1980 issued in three parts Series Authors and Titles

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Table of Contents Book And Assessing Study Abroad Theory Practice

1. Understanding the eBook Book And Assessing Study Abroad Theory Practice
 - The Rise of Digital Reading Book And Assessing Study Abroad Theory Practice
 - Advantages of eBooks Over Traditional Books
2. Identifying Book And Assessing Study Abroad Theory Practice
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Book And Assessing Study Abroad Theory Practice
 - User-Friendly Interface
4. Exploring eBook Recommendations from Book And Assessing Study Abroad Theory Practice
 - Personalized Recommendations
 - Book And Assessing Study Abroad Theory Practice User Reviews and Ratings
 - Book And Assessing Study Abroad Theory Practice and Bestseller Lists
5. Accessing Book And Assessing Study Abroad Theory Practice Free and Paid eBooks

- Book And Assessing Study Abroad Theory Practice Public Domain eBooks
- Book And Assessing Study Abroad Theory Practice eBook Subscription Services
- Book And Assessing Study Abroad Theory Practice Budget-Friendly Options
- 6. Navigating Book And Assessing Study Abroad Theory Practice eBook Formats
 - ePub, PDF, MOBI, and More
 - Book And Assessing Study Abroad Theory Practice Compatibility with Devices
 - Book And Assessing Study Abroad Theory Practice Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Book And Assessing Study Abroad Theory Practice
 - Highlighting and Note-Taking Book And Assessing Study Abroad Theory Practice
 - Interactive Elements Book And Assessing Study Abroad Theory Practice
- 8. Staying Engaged with Book And Assessing Study Abroad Theory Practice
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Book And Assessing Study Abroad Theory Practice
- 9. Balancing eBooks and Physical Books Book And Assessing Study Abroad Theory Practice
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Book And Assessing Study Abroad Theory Practice
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Book And Assessing Study Abroad Theory Practice
 - Setting Reading Goals Book And Assessing Study Abroad Theory Practice
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Book And Assessing Study Abroad Theory Practice
 - Fact-Checking eBook Content of Book And Assessing Study Abroad Theory Practice
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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