

# ***Developing Pedagogic Practices for Nontraditional Student Study Abroad Experiences***

***The Forum on Education Abroad***

***February 18-20, 2009, Portland, Oregon***

***Dr. Annette Craven, [craven@uiwtx.edu](mailto:craven@uiwtx.edu)***

***Dr. Roger Barnes, [barnes@uiwtx.edu](mailto:barnes@uiwtx.edu)***

***Dr. Pat LeMay Burr, [burr@uiwtx.edu](mailto:burr@uiwtx.edu)***

***Dr. Alba DeLeon, [adeleon@accd.mail.edu](mailto:adeleon@accd.mail.edu)***

**University of the Incarnate Word**

**San Antonio, TX <http://www.uiw.edu/heb/multimedia>**

# Session Description

- **Discussion Topics:**
  - ✓ **Definitions**
  - ✓ **Motivating faculty**
  - ✓ **Alternative approaches**
  - ✓ **Experiences and insights**
  - ✓ **Lessons learned**
  - ✓ **Program assessment**
  - ✓ **Typologies**
  - ✓ **Synergy**

# Definitions

- **Characteristics**
  - 1. Nontraditional student**
    - a) Undergraduate
    - b) Graduate
  - 2. Study abroad**
    - a) Traditional
    - b) Short-term vs. long-term
    - c) Faculty accompanied
    - d) Classroom-based

# Motivating Faculty

- **Limited development fund support**
- **Limited faculty experience in**
  1. **travel,**
  2. **study abroad,**
  3. **teaching abroad**
- **Incentives**

# Activity 1

- **Small Group Discussion**
  1. Identify as many alternative approaches to study abroad as possible
  2. experiences and insights;
  3. lessons learned (pitfalls and pathways);
- **Report out**
- **Q&A**

# Program Assessment

- **Program Objectives**
- **Relationship to School mission statement**
- **Curricular Fit**
- **Student Performance – Expectations**
- **Student Performance -- Evaluation**
- **Faculty Performance – Expectations**
- **Faculty Performance – Evaluation**
- **Resource Support**

# Typologies

- **Cultural Engagement**
  - degree to which a student is interested in and participates in visits to museums, churches, universities, art galleries and other sites of cultural significance
- **Group Engagement**
  - degree to which a student understands his/her obligation to other people on the trip and works to be a positive and contributing part of the overall group experience

# Activity 2

- **Using the following graph, develop four groups of descriptors; each group should address:**
  - **Attitude of Inquiry**
  - **Interpersonal Skill Level**
  - **Respect for Rules & Policies; Compliance**
  - **Social Etiquette & Awareness**
  - **Academic Interest Level**

# Toward a Plotted Typology to Indicate Four Broad Behaviors

## Cultural Engagement



<p>1,9</p> <ol style="list-style-type: none"><li>1.Spirit of inquiry is ego centric</li><li>2.Uncomfortable collaborating</li><li>3.Ambivalent toward rules</li><li>4.Detached from group engagement</li><li>5.Academic engagement varies</li></ol>	<p>9,9</p> <ol style="list-style-type: none"><li>1. Exhibits positive spirit of inquiry consistently</li><li>2. Comfortable collaborating</li><li>3. Follows rules willingly</li><li>4. Exhibits consideration toward others</li><li>5. Academically, contextually engaged</li></ol>
<ol style="list-style-type: none"><li>1. Exhibits little to no spirit of inquiry</li><li>2. Shuns collaboration</li><li>3. Violates rules, repeatedly</li><li>4. Exhibits only self-consideration</li><li>5. Academically detached</li></ol> <p>1,1</p>	<ol style="list-style-type: none"><li>1.Spirit of inquiry focused toward vacation/shopping/barhopping</li><li>2.Collaborates easily, often, &amp; willingly</li><li>3.Follows group decisions</li><li>4.Group focus outweighs cultural impact</li><li>5.Academic interest reflects group engagement</li></ol> <p>9,1</p>



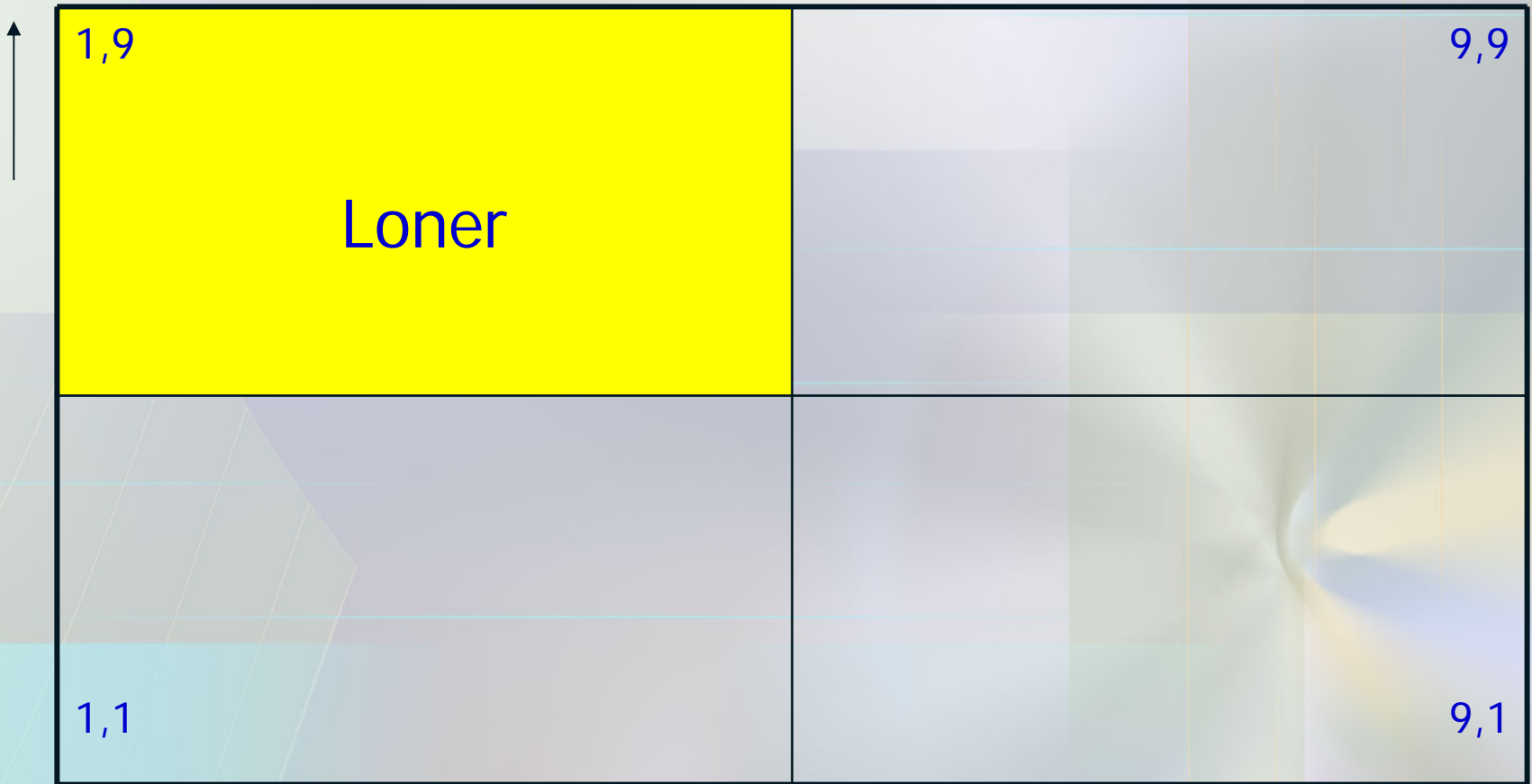
## Group Engagement

# Research Questions

**2. Is there a descriptive narrative term for each profile?**

# Plotted Typology

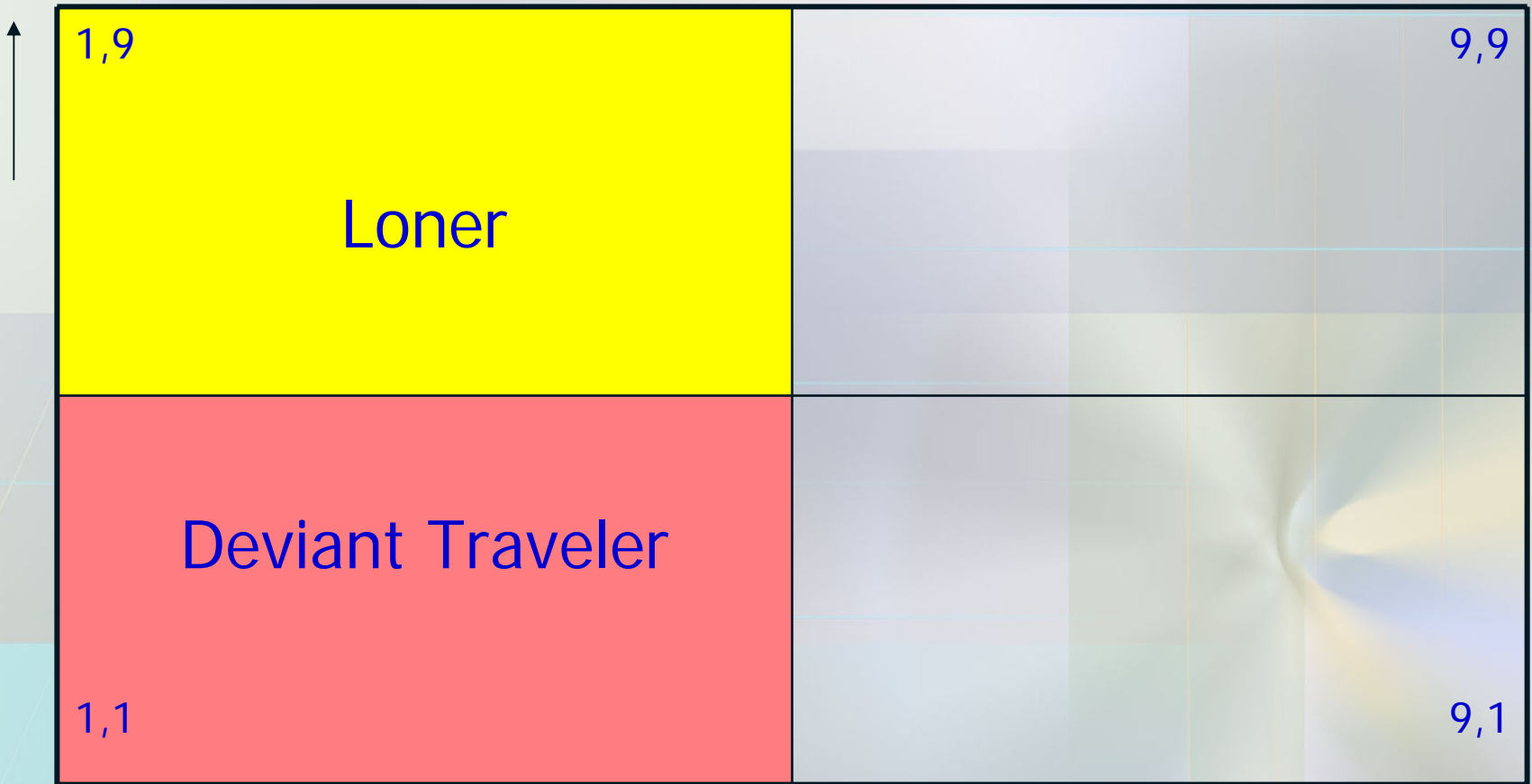
Cultural Engagement



Group Engagement

# Plotted Typology

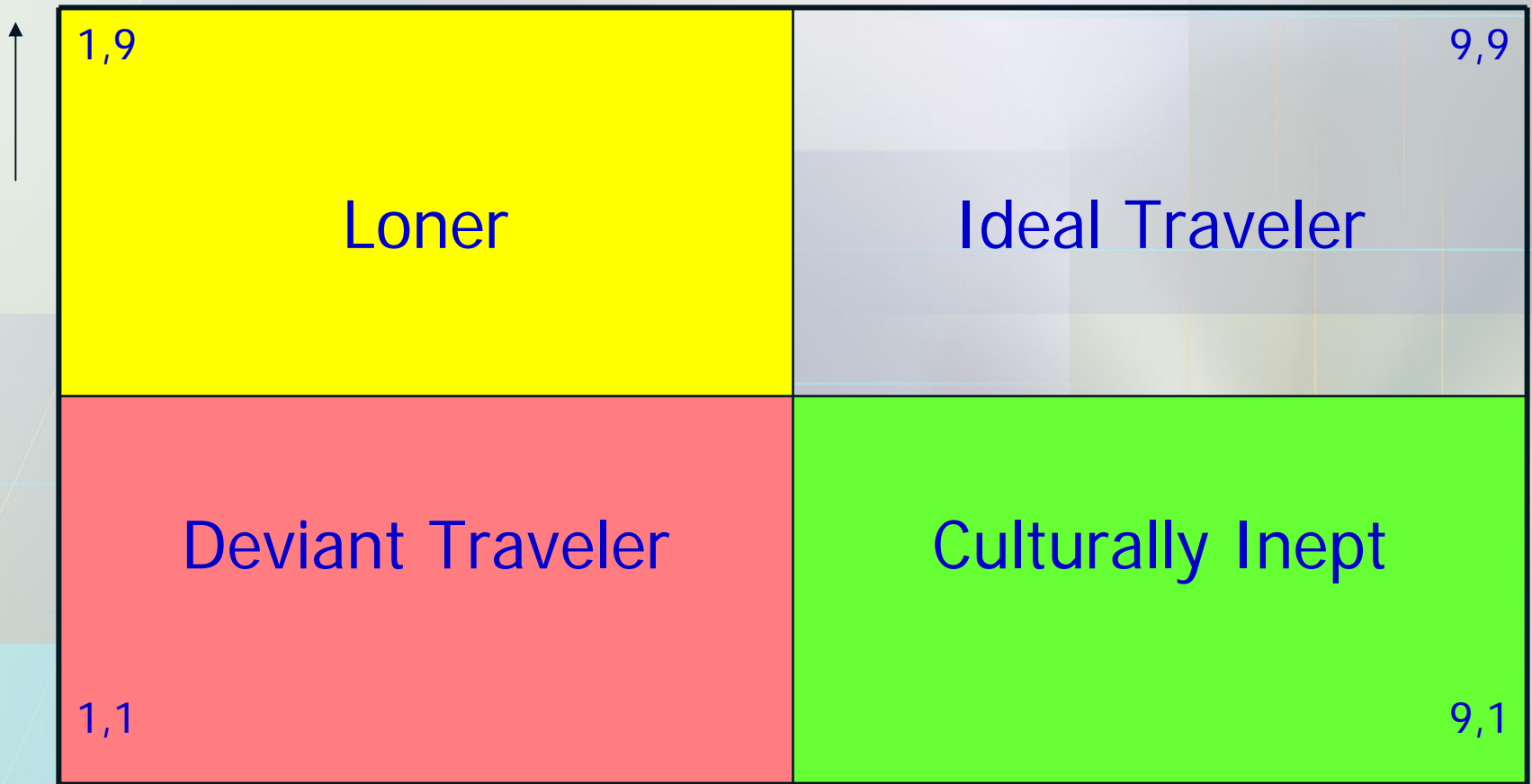
Cultural Engagement



Group Engagement

# Plotted Typology

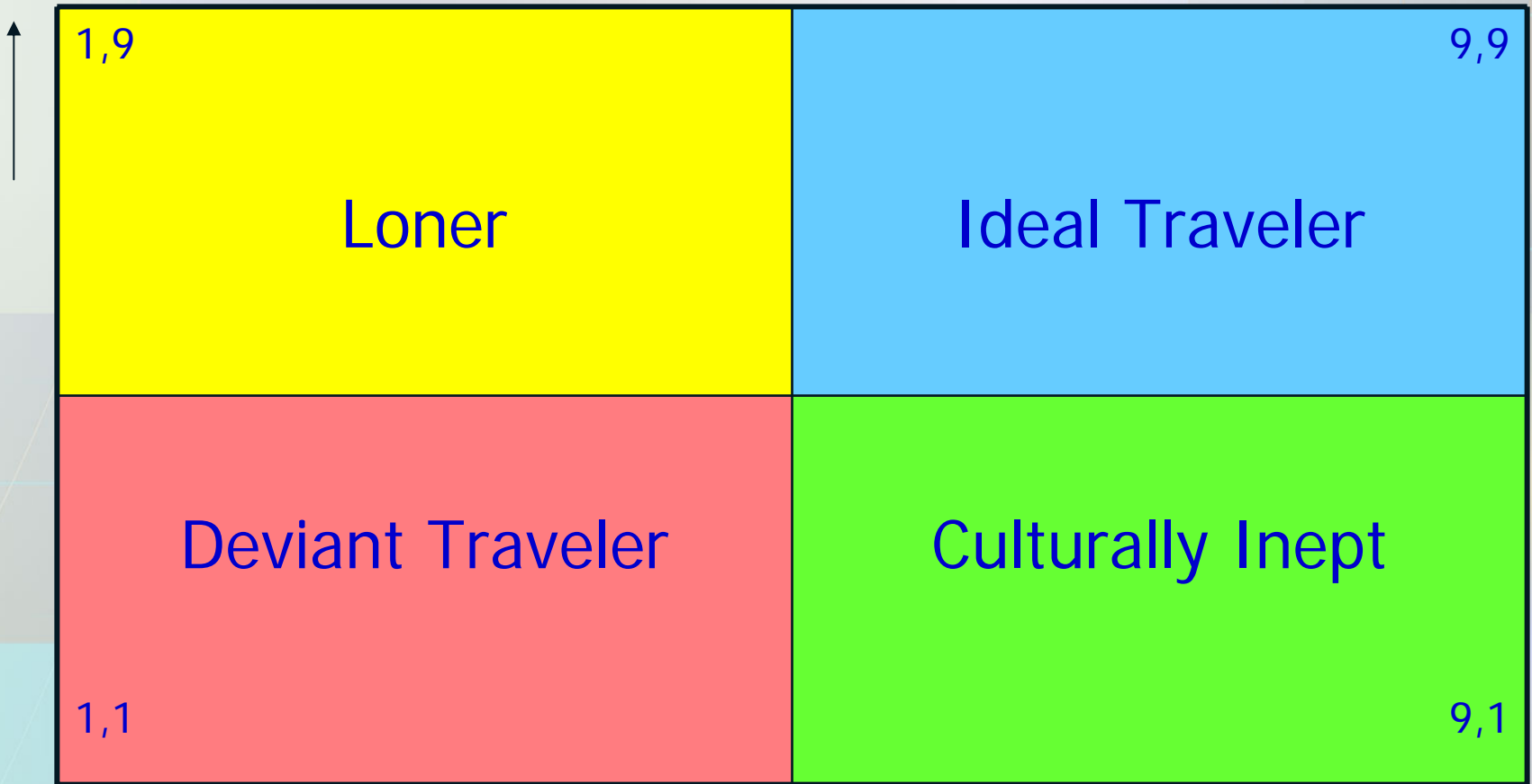
Cultural Engagement



Group Engagement

# Plotted Typology

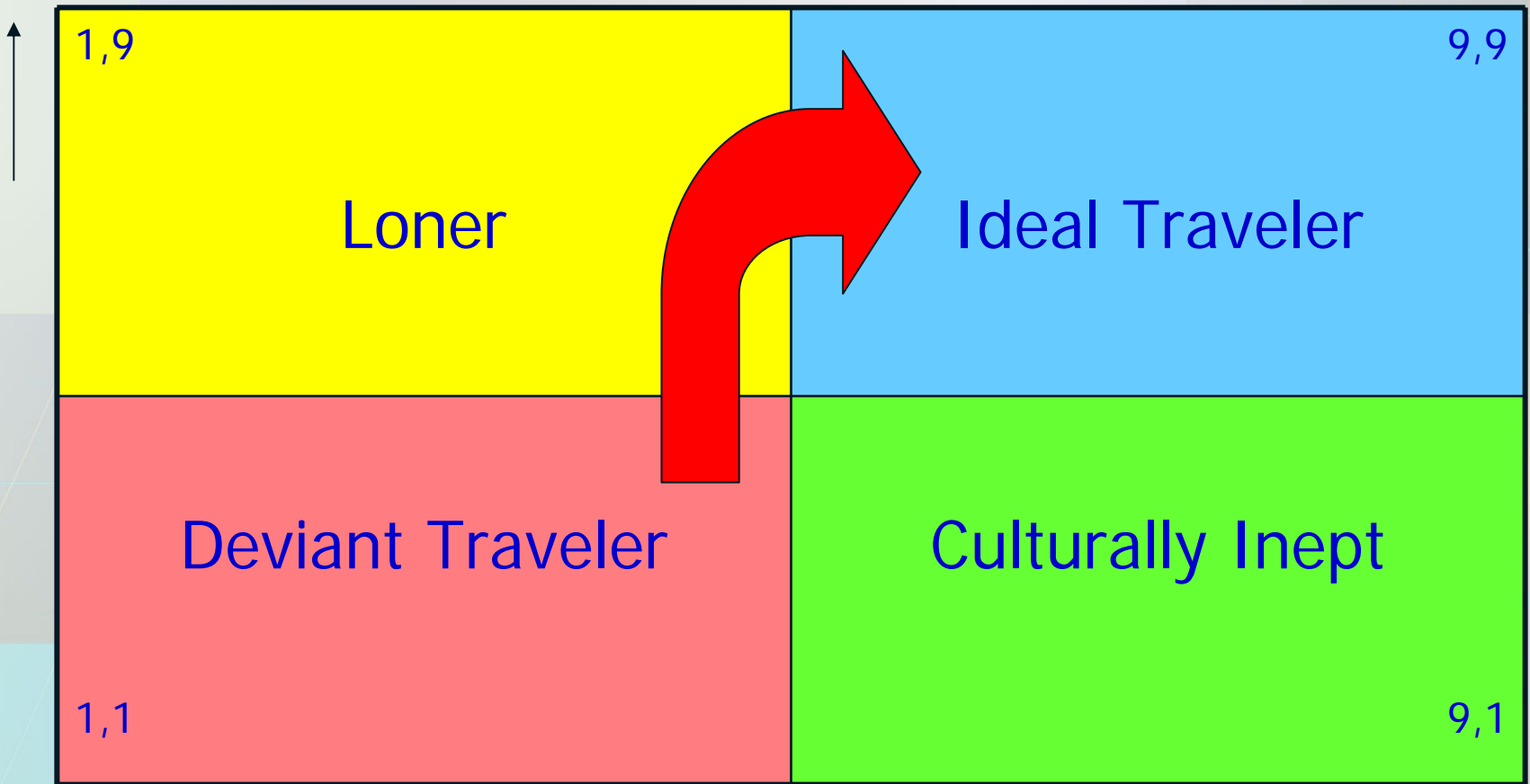
Cultural Engagement



Group Engagement

# Deviant to Loner to Ideal

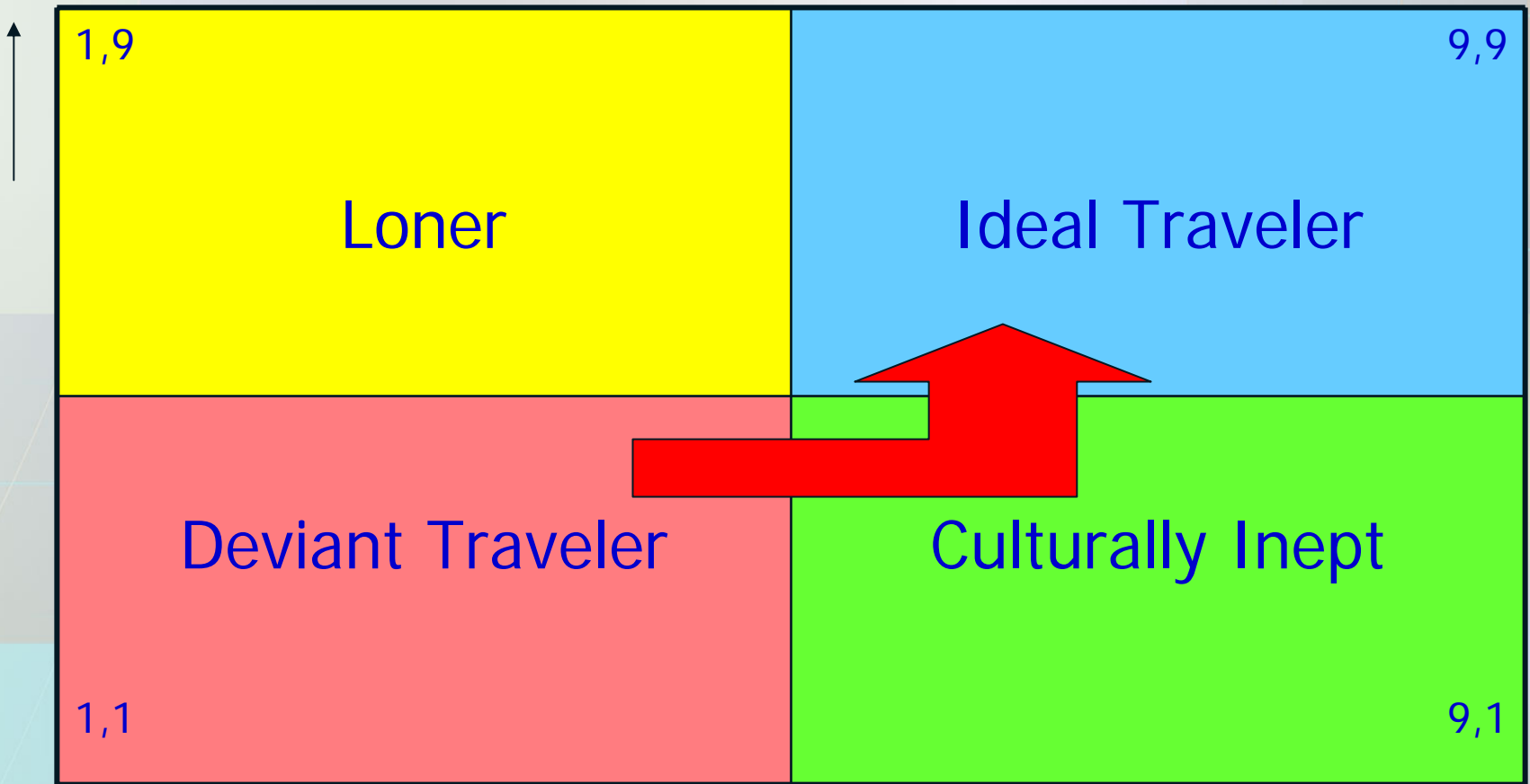
Cultural Engagement



Group Engagement

# Deviant to Inept to Ideal

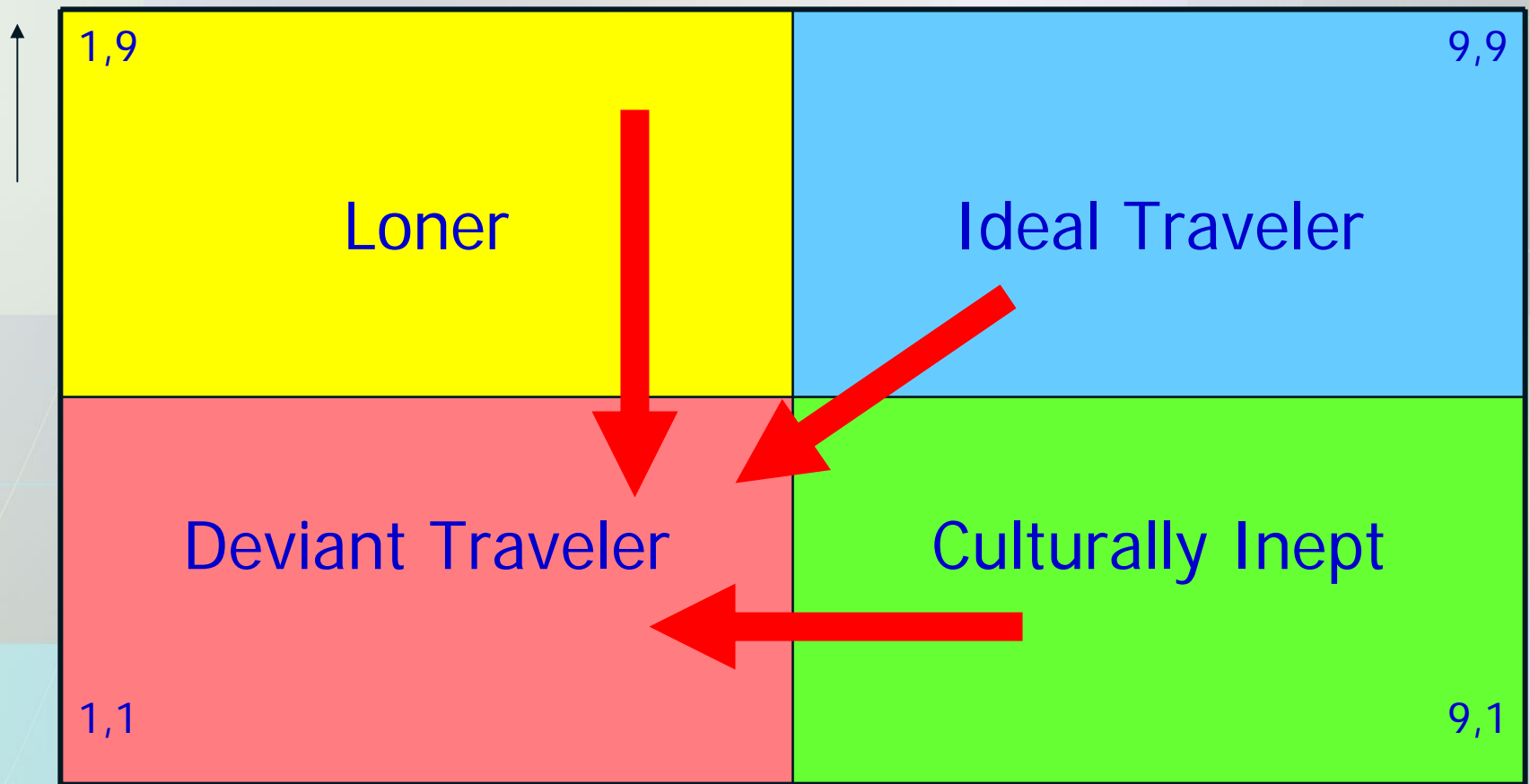
Cultural Engagement



Group Engagement

## Also Possible is The *Worst of All Worlds Path*

Cultural Engagement

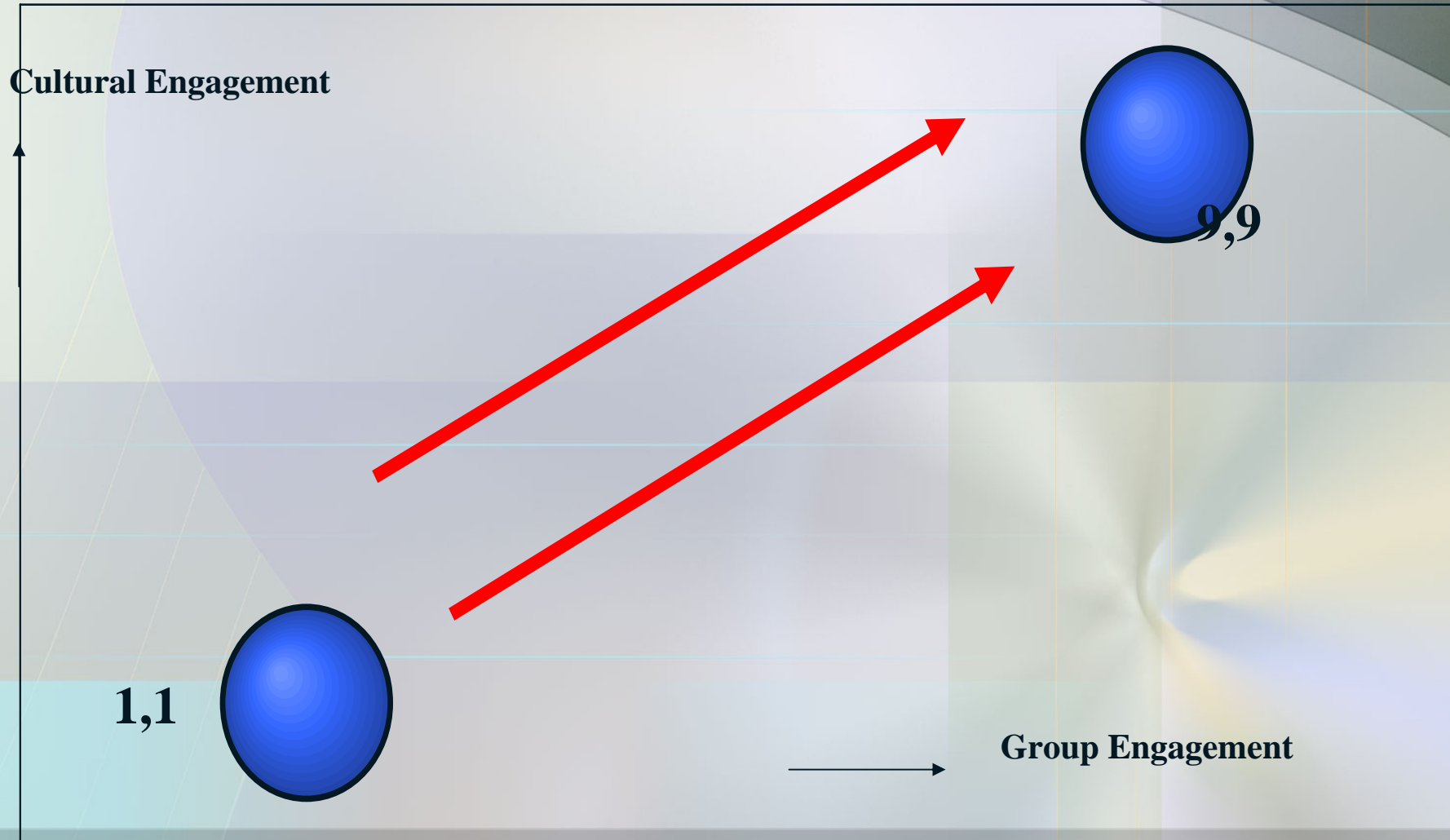


Group Engagement

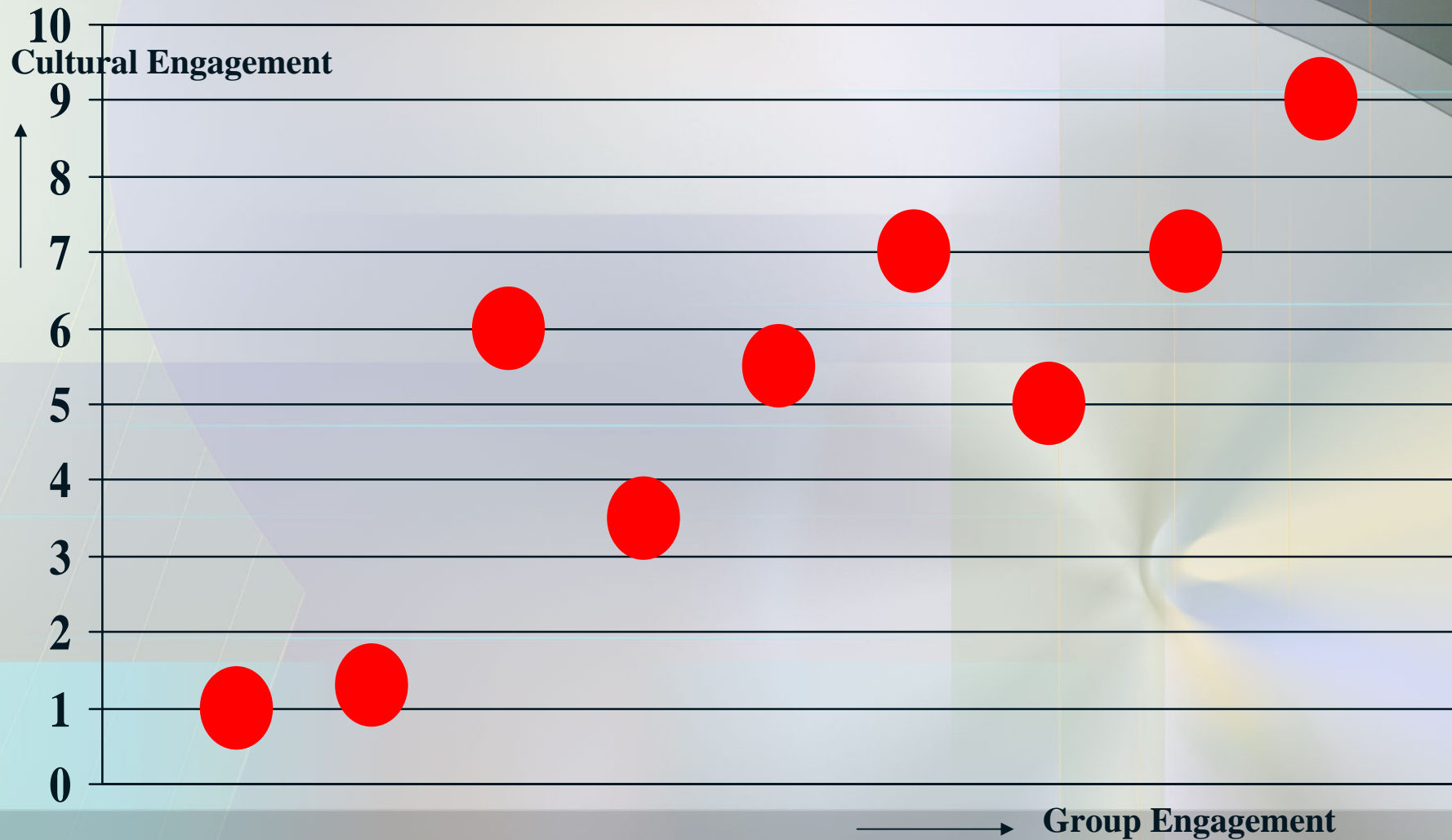
# **Synergy**

**3. Can negative behavior be modified?**

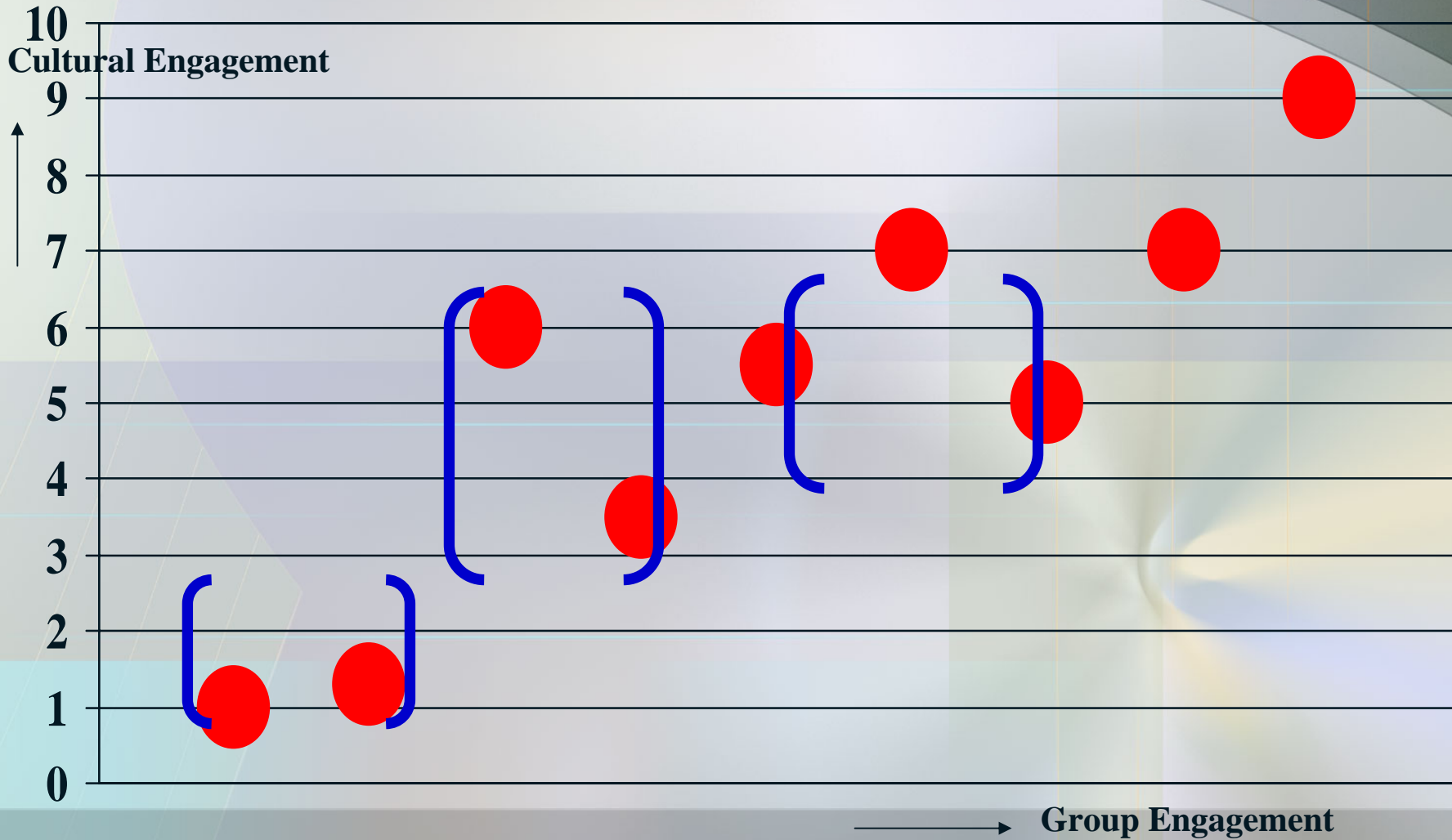
# Ideal Progress Path



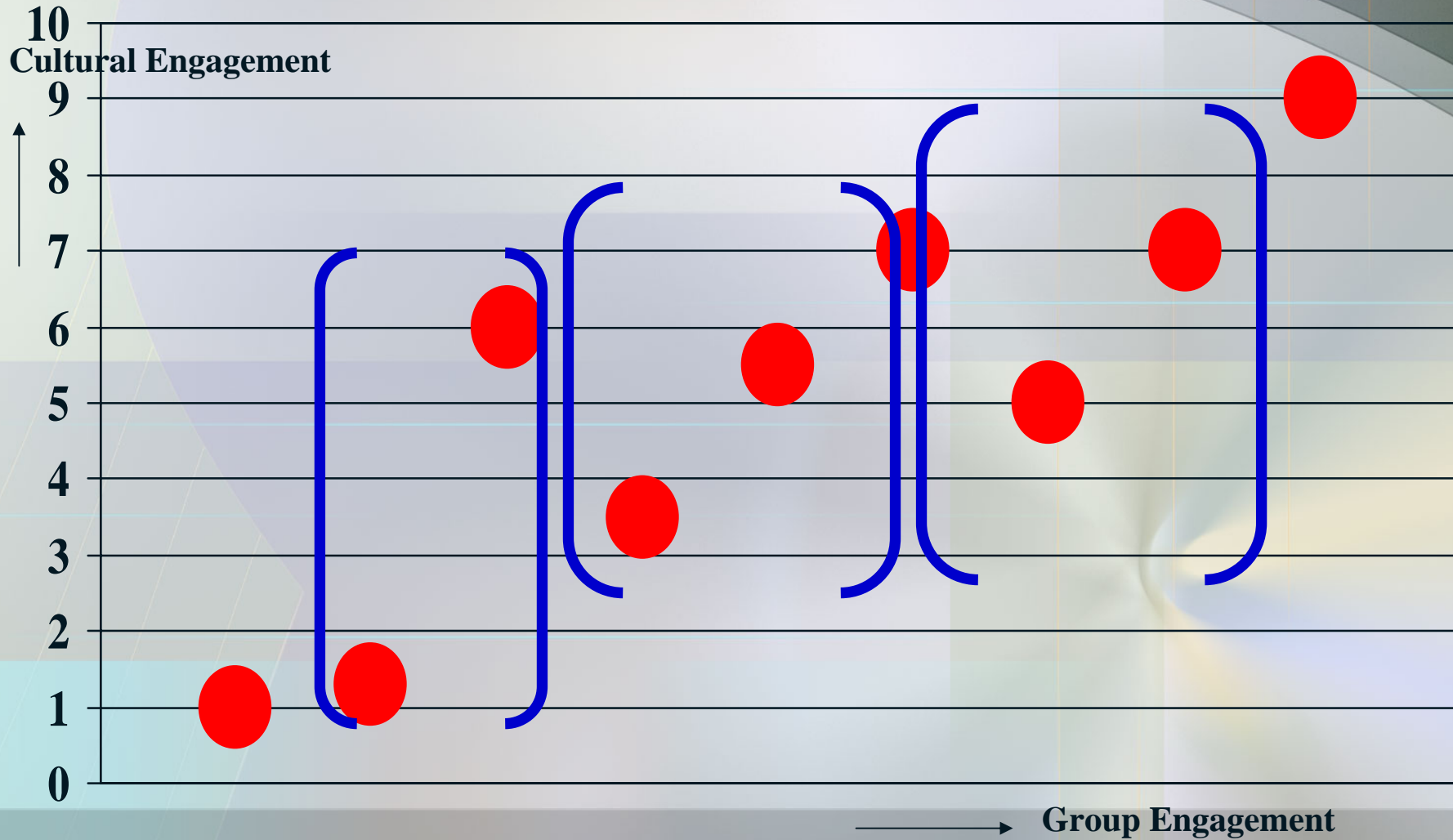
# Probable Progress Directions



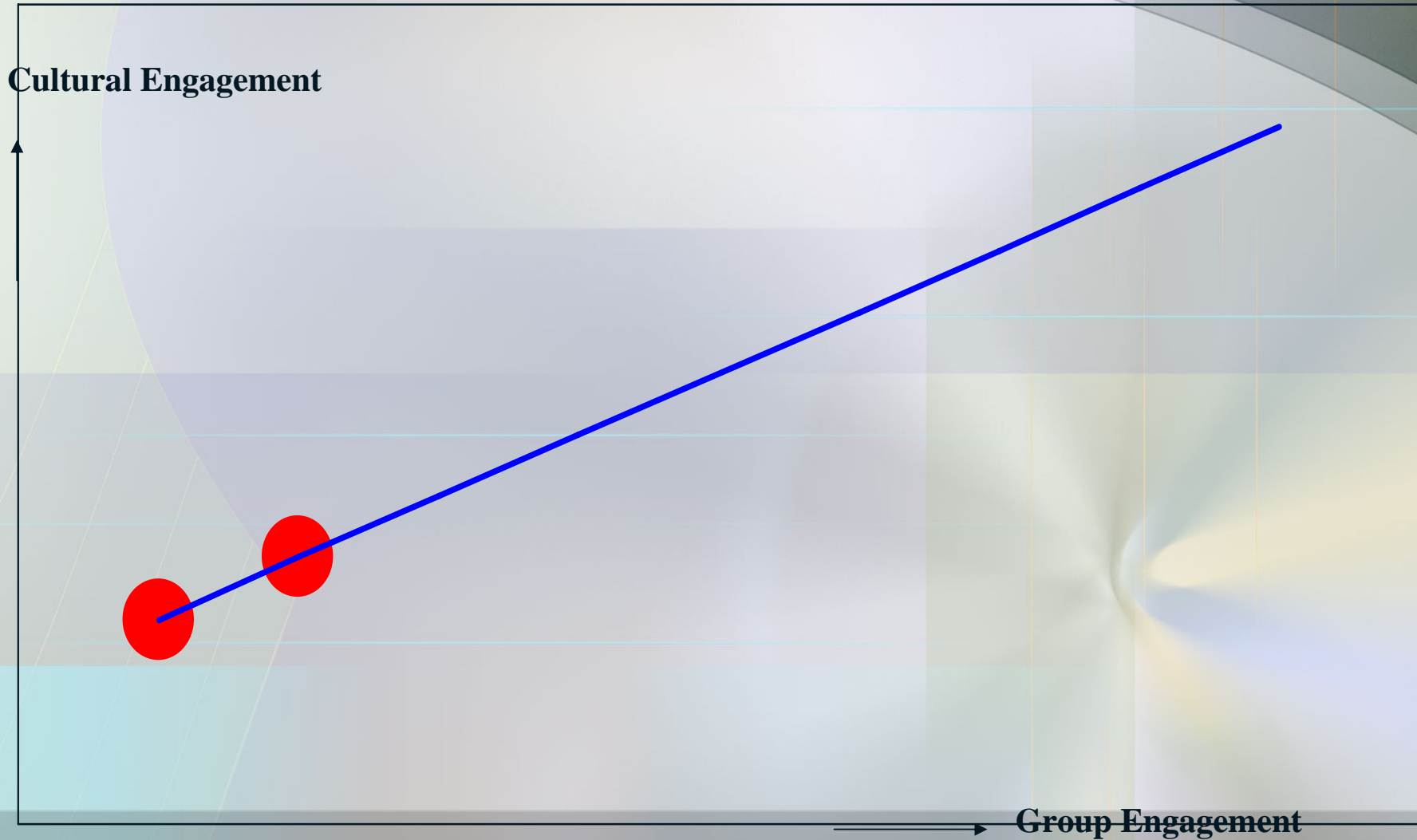
# *and..* Clusters of Noted Concern



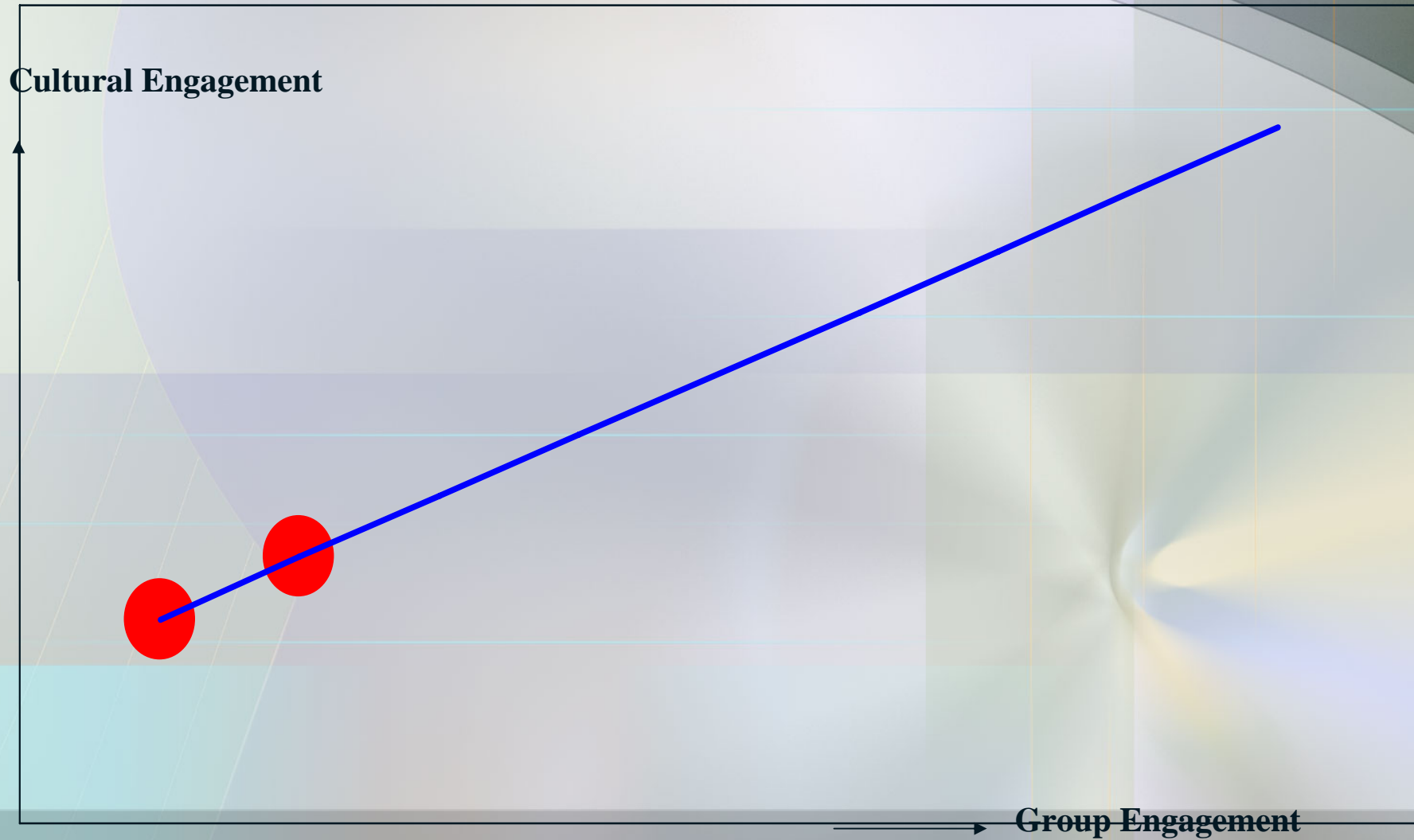
# *yet...* Clusters of Noted Progress



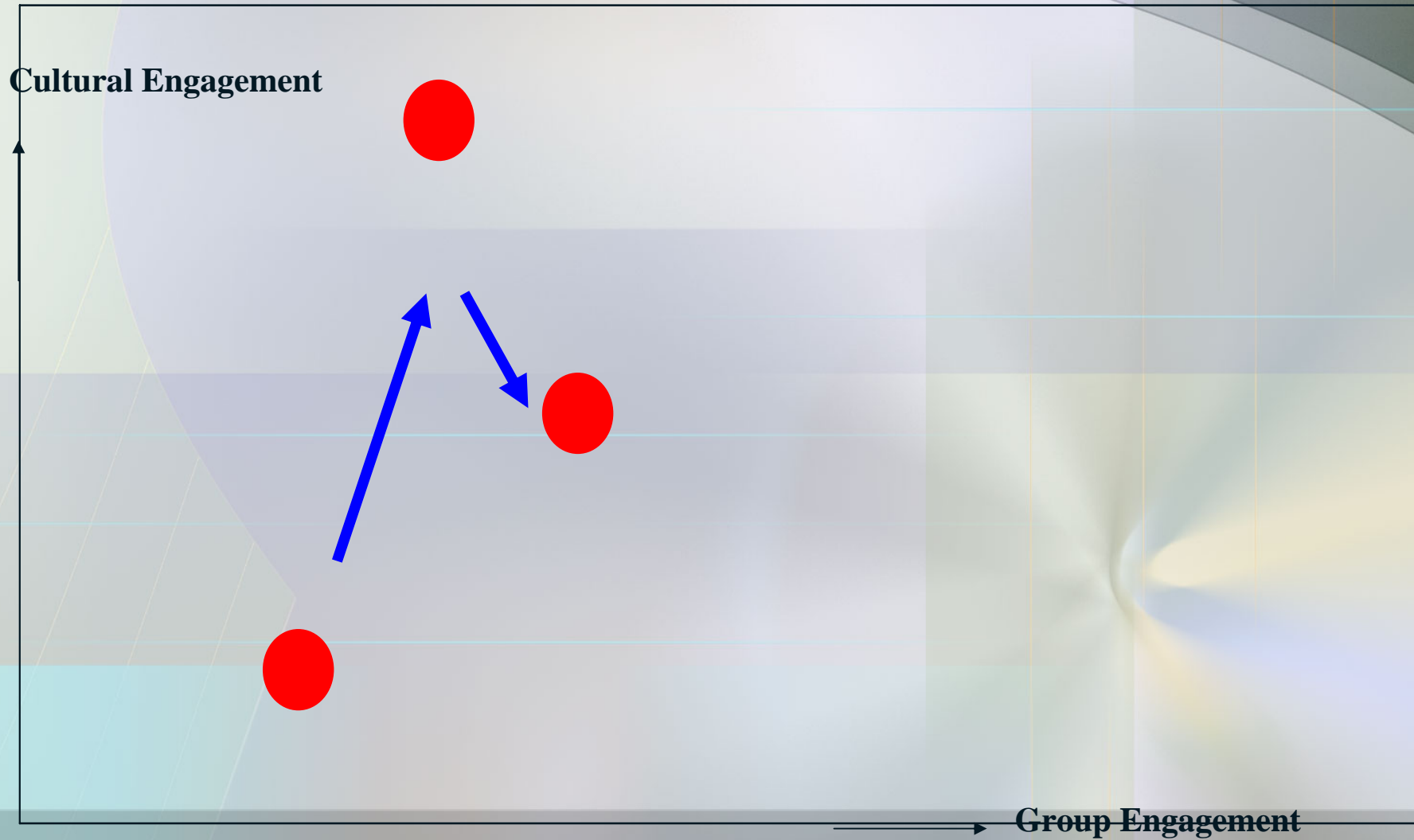
# Activity 3 – Progress Analysis Scenarios



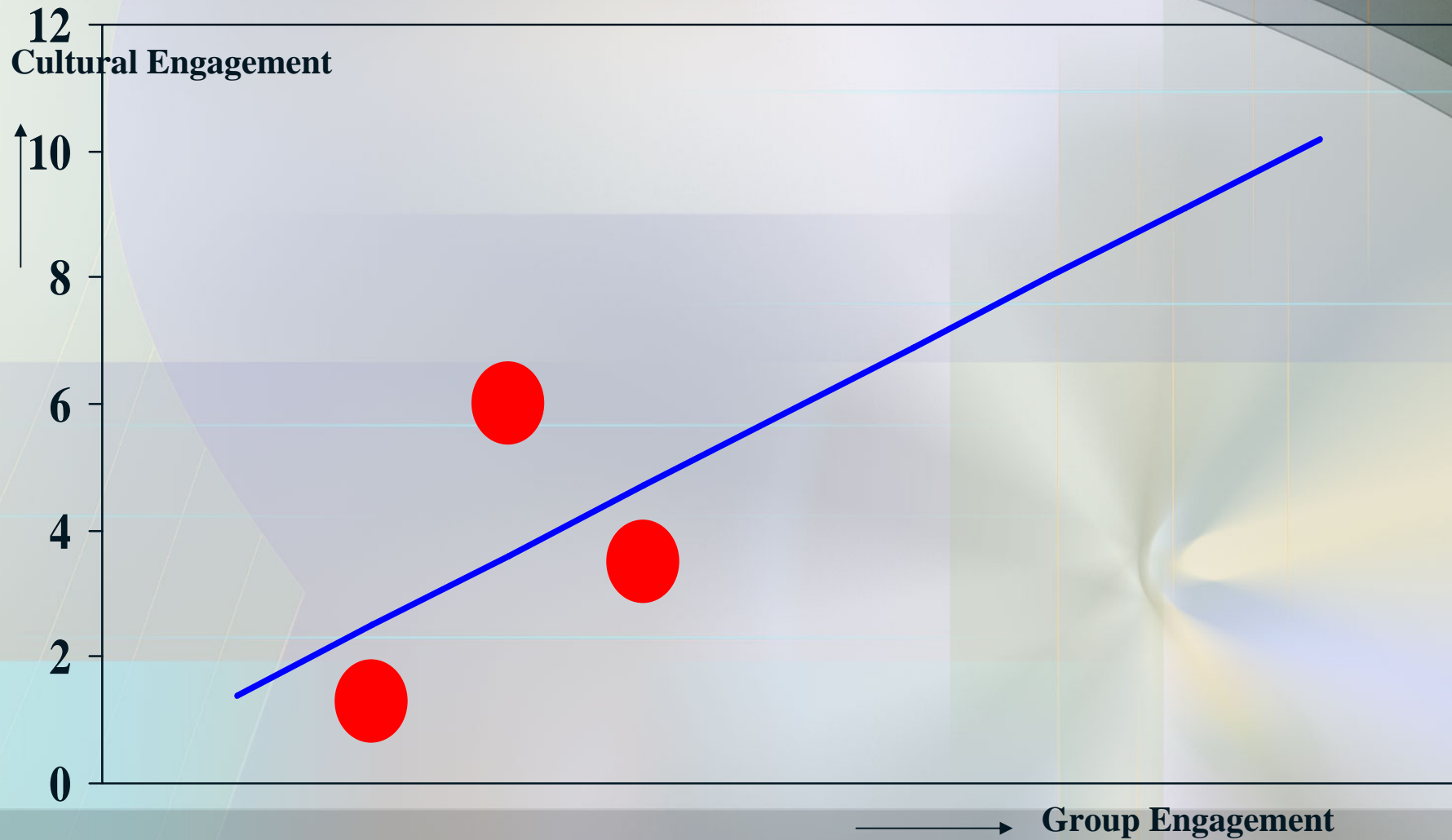
# Progress Analysis #1



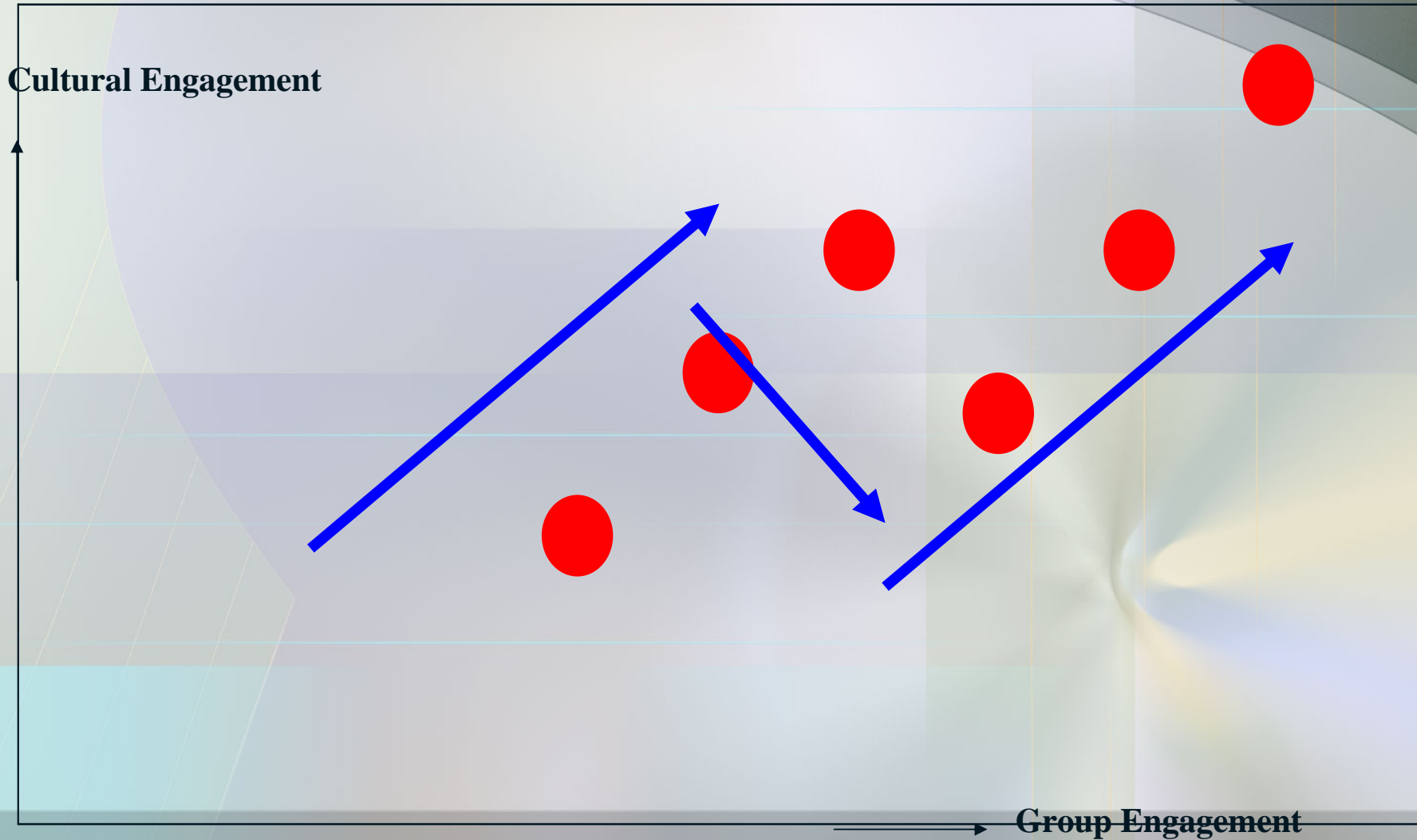
# Progress Analysis #2



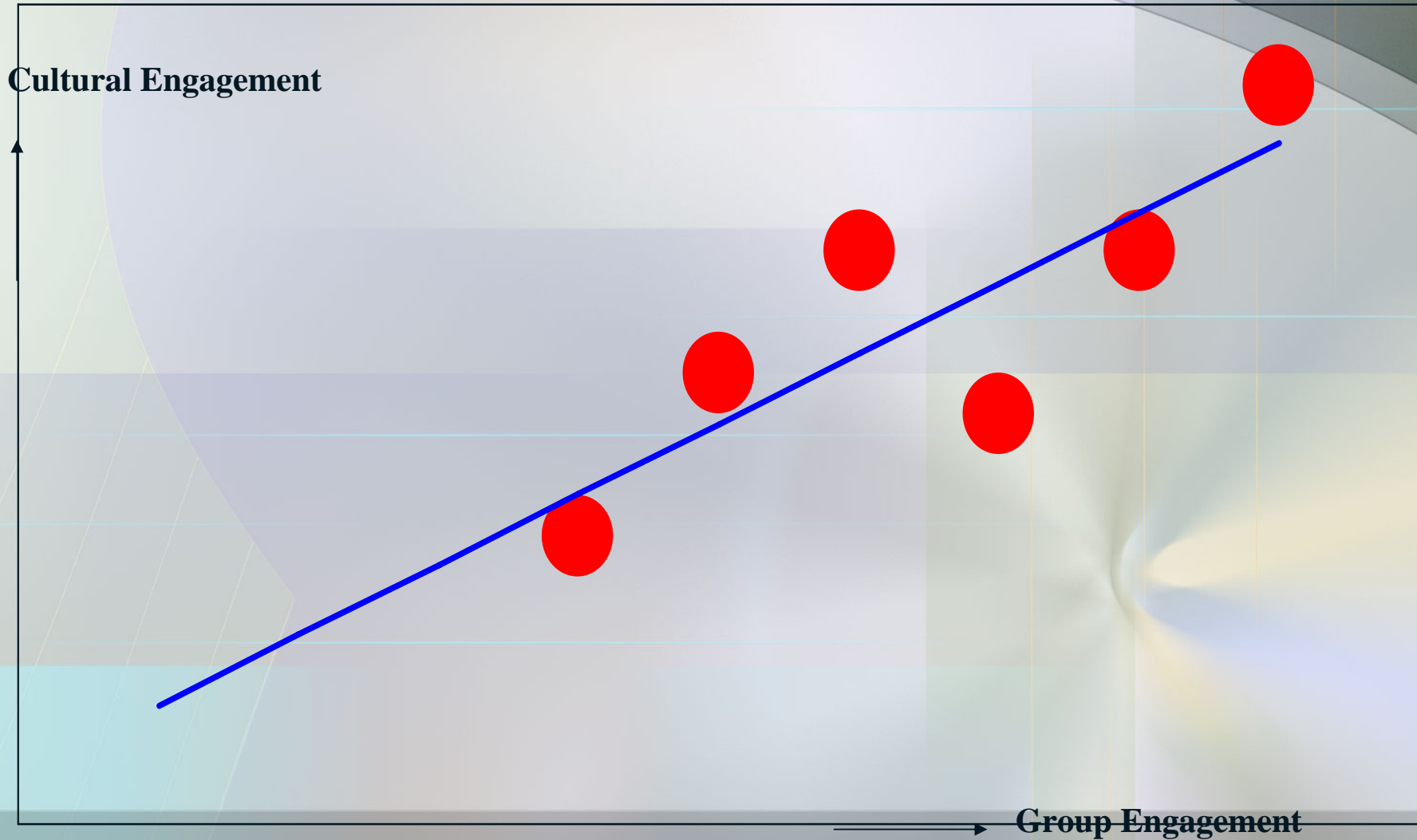
# Progress Analysis #3



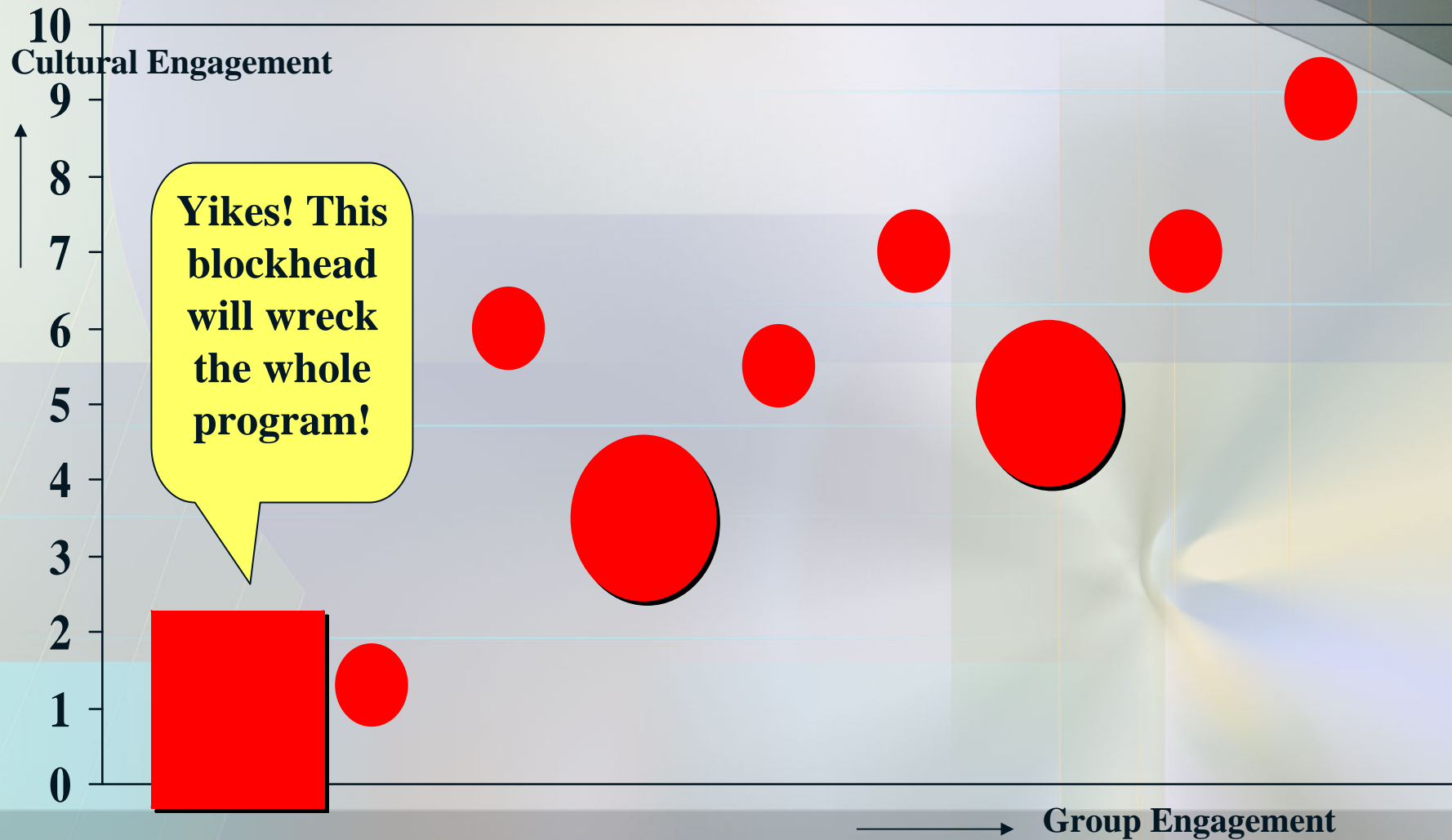
# Progress Analysis #4



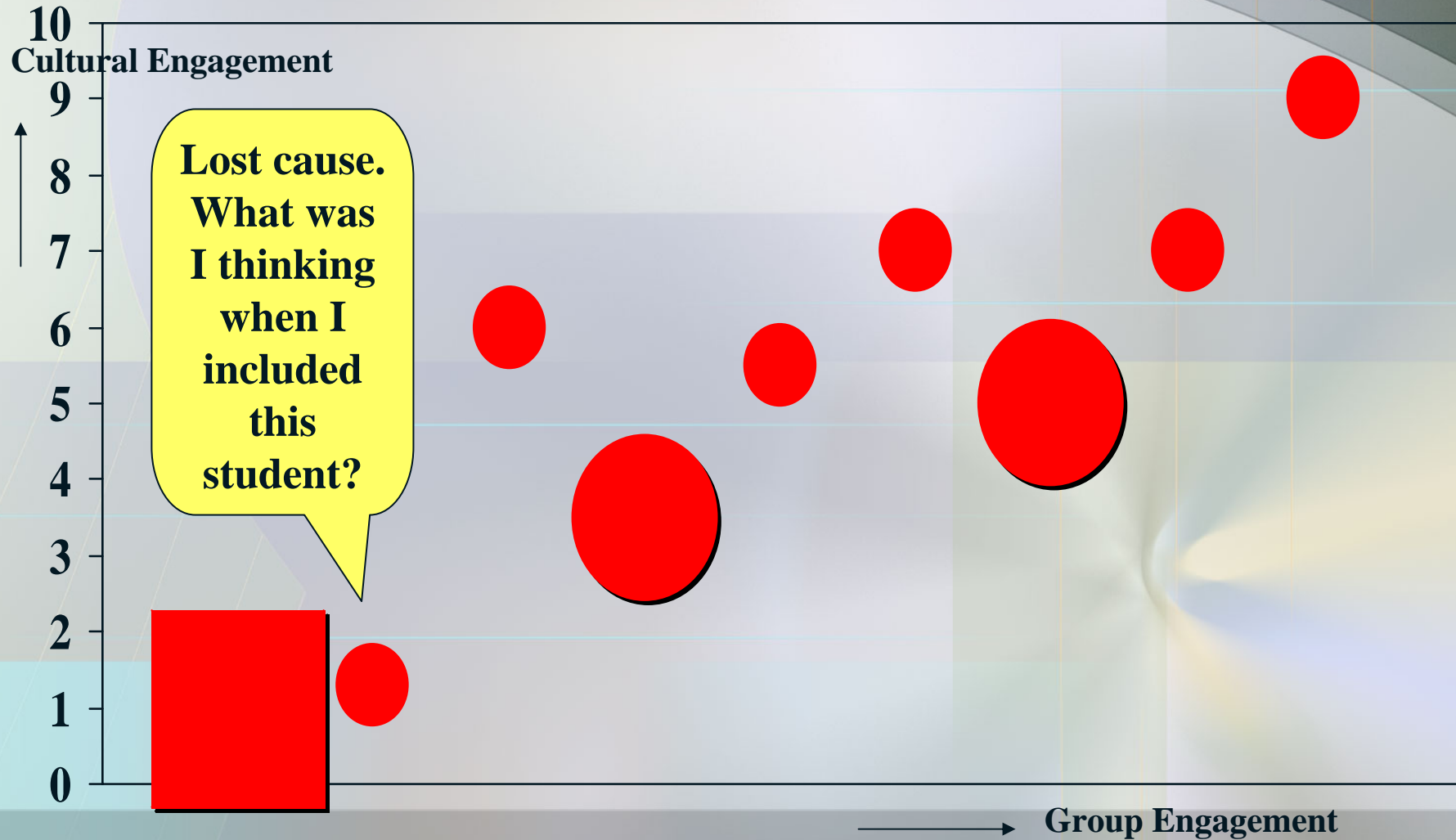
# Progress Analysis #5



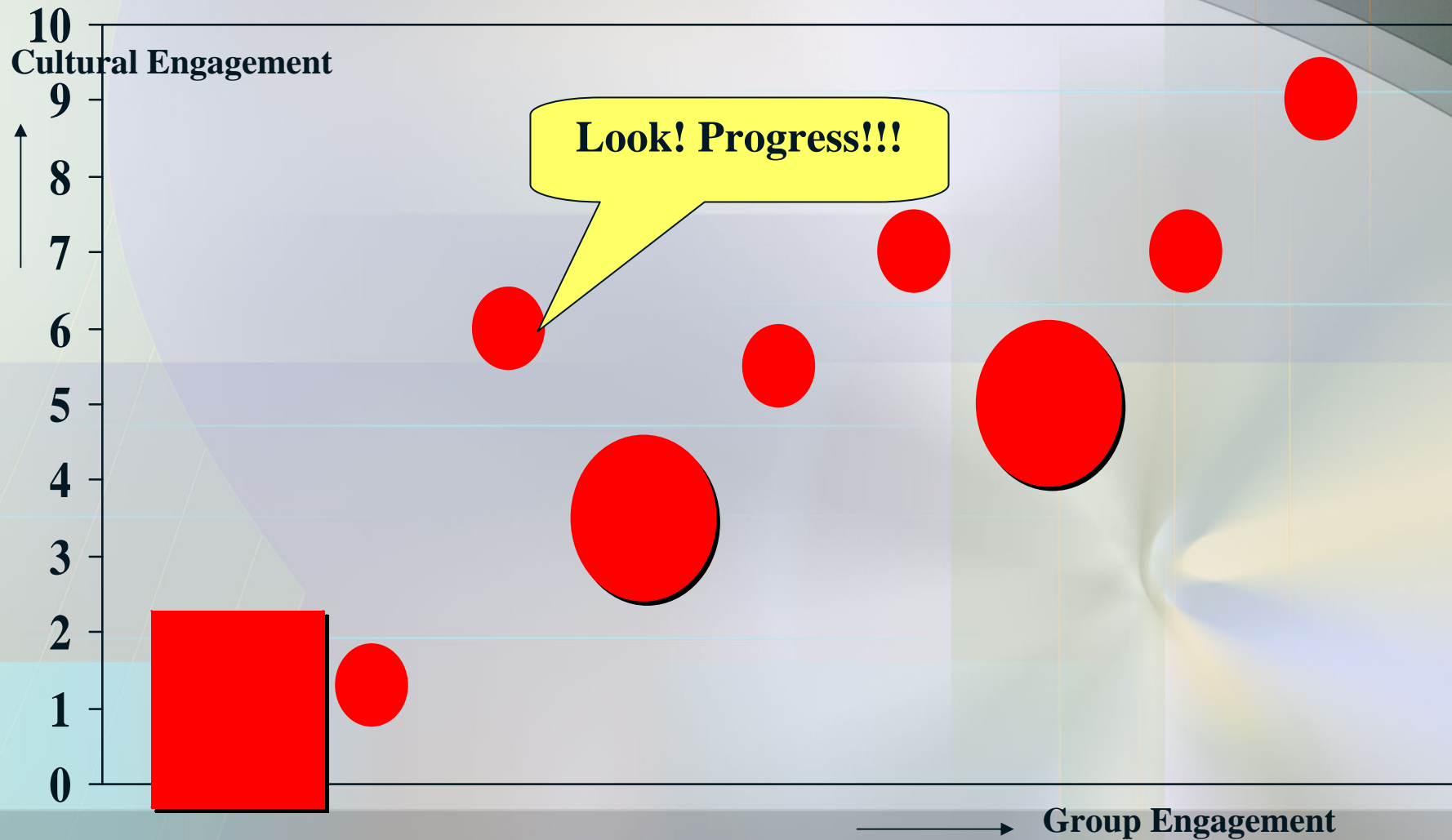
# Faculty Perception of Fit #1



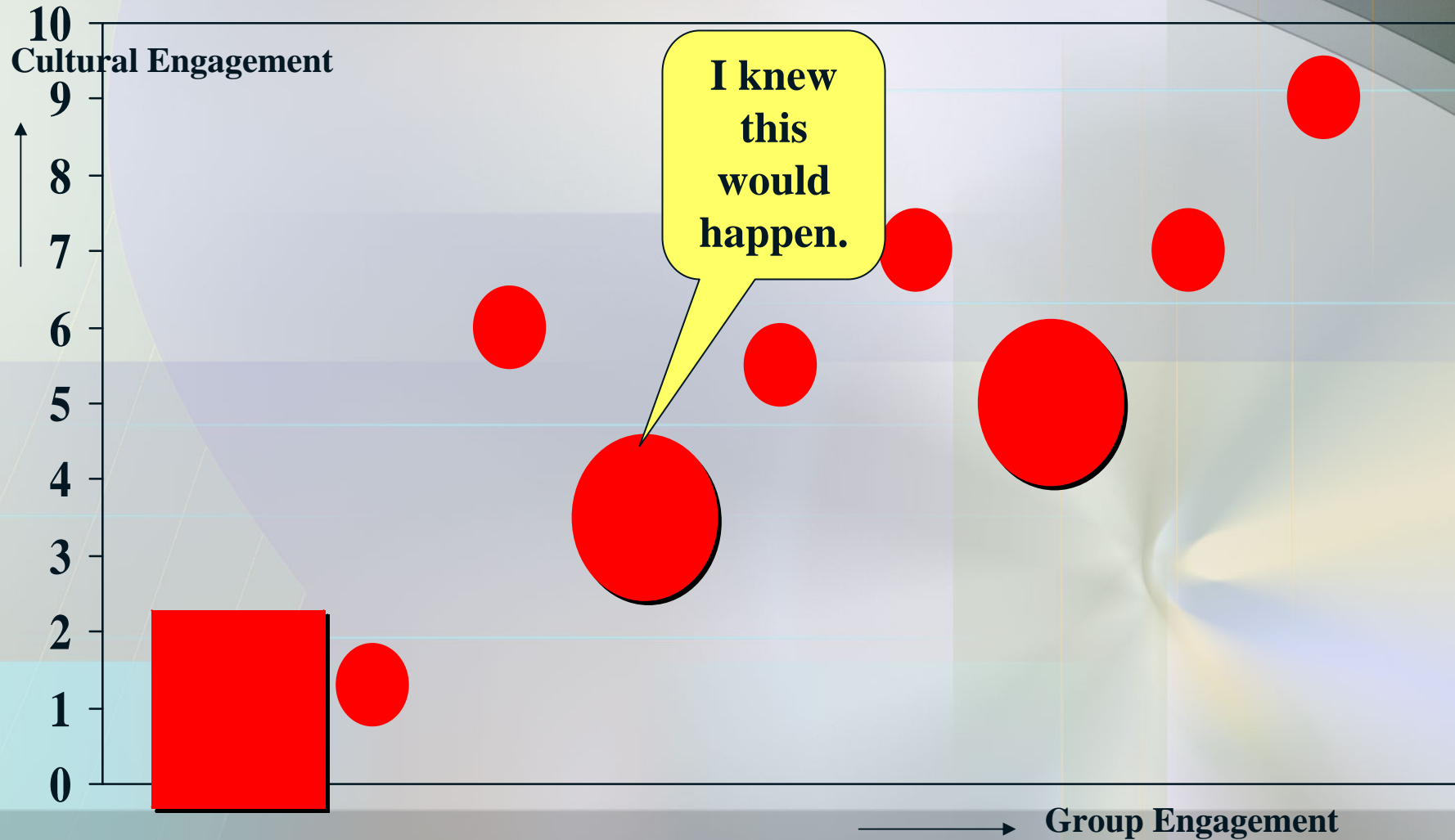
# Faculty Perception of Fit #2



# Faculty Perception of Fit #3



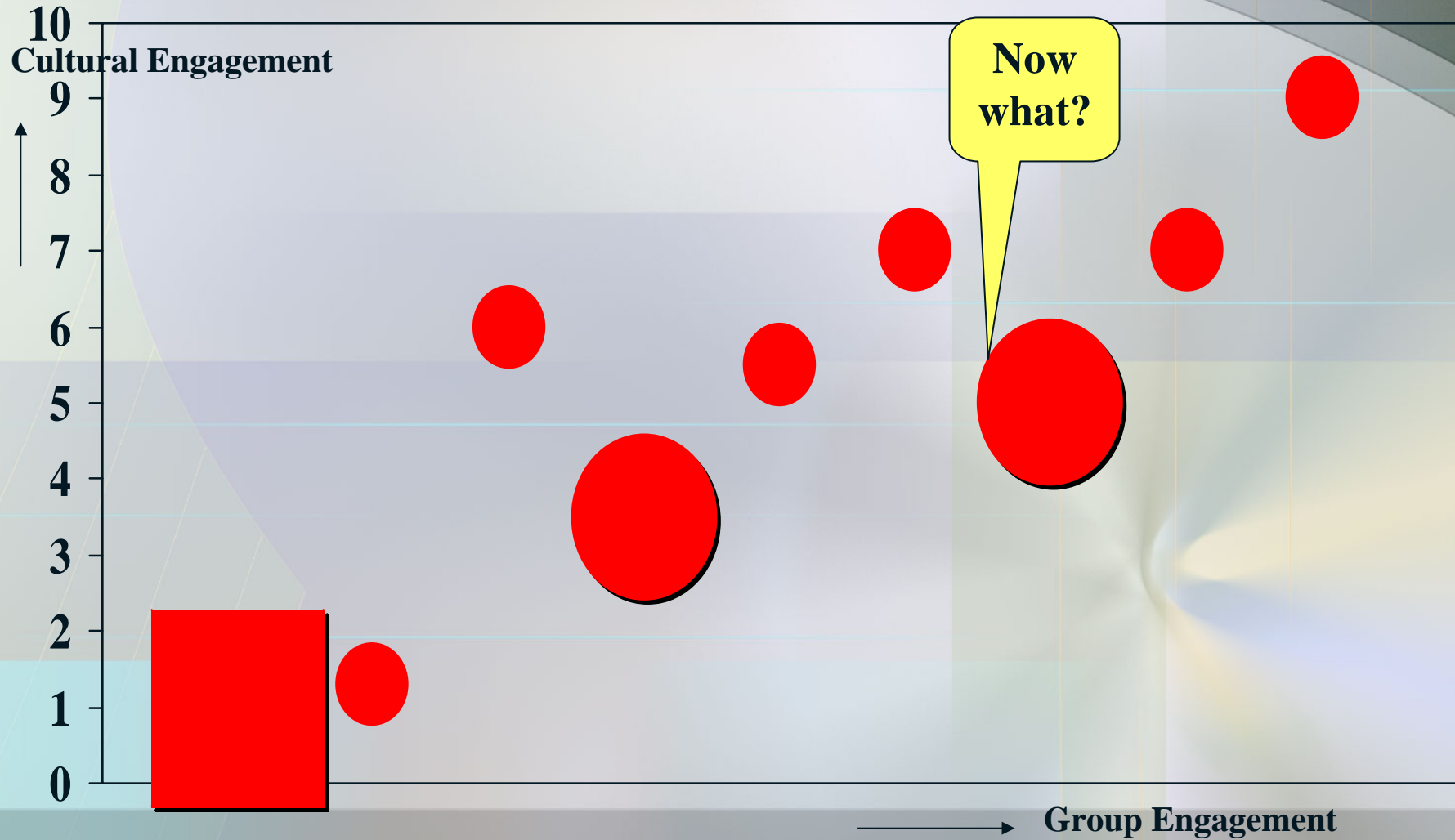
# Faculty Perception of Fit #4



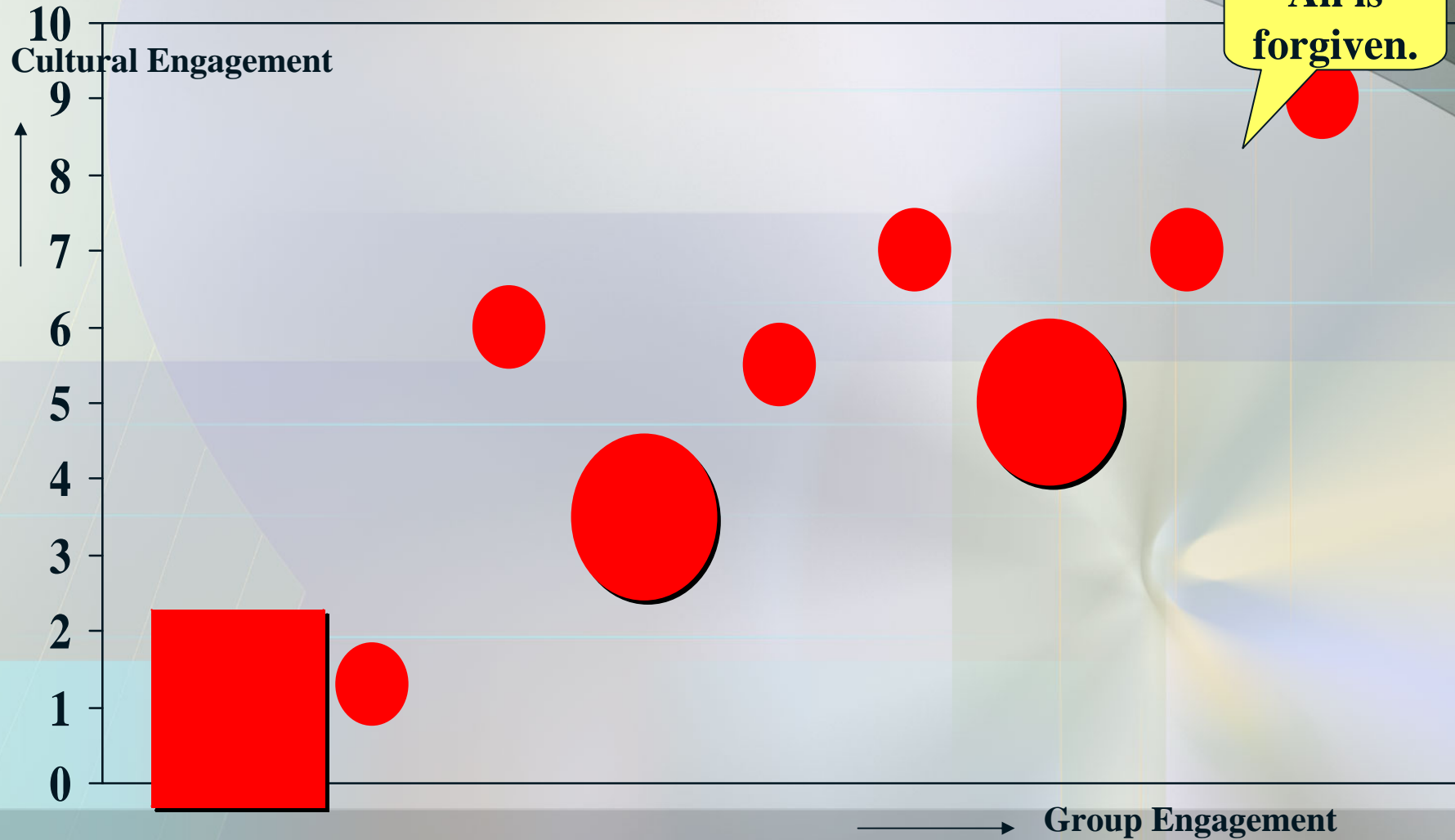
# Faculty Perception of Fit #5



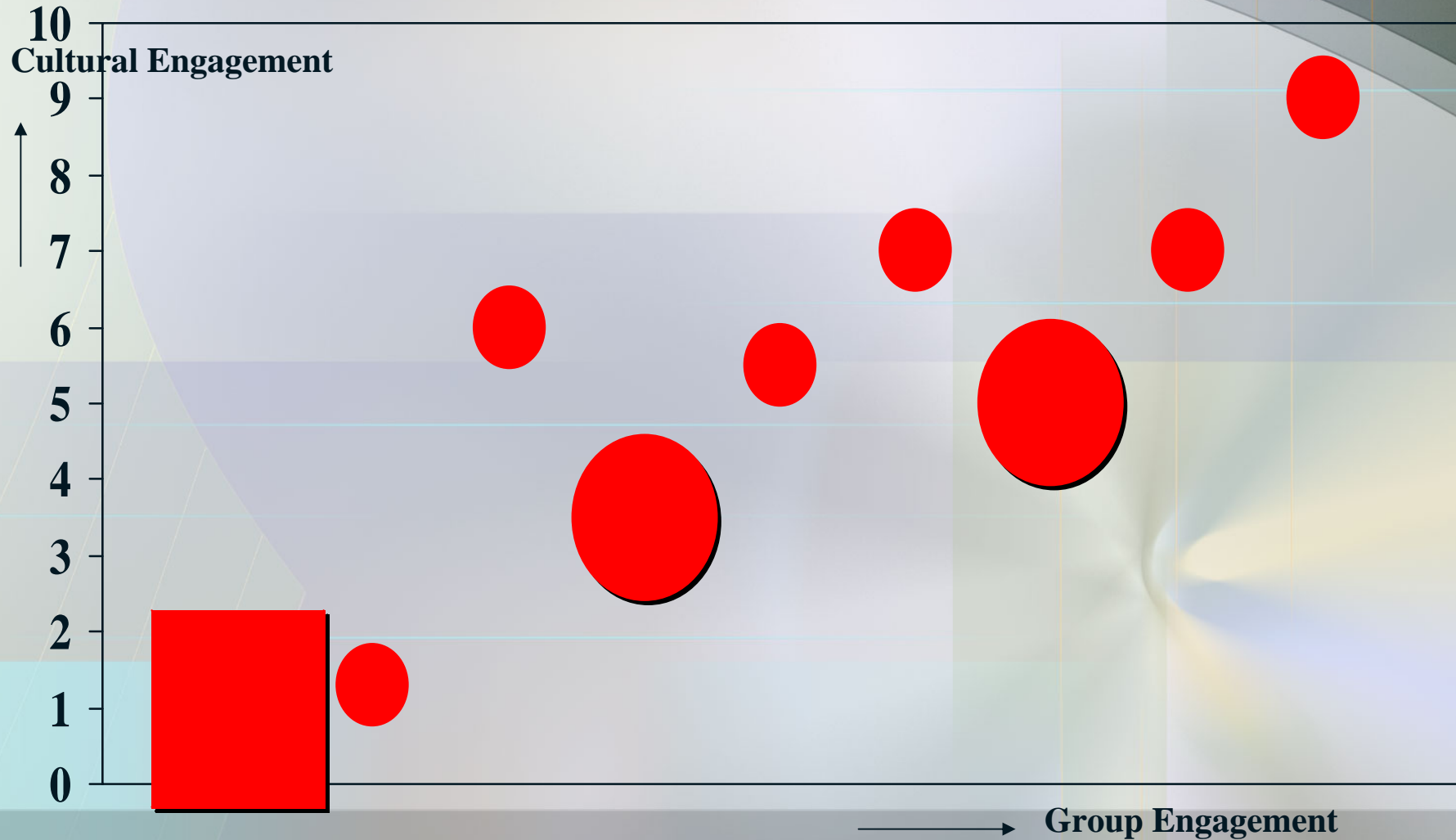
# Faculty Perception of Fit #6



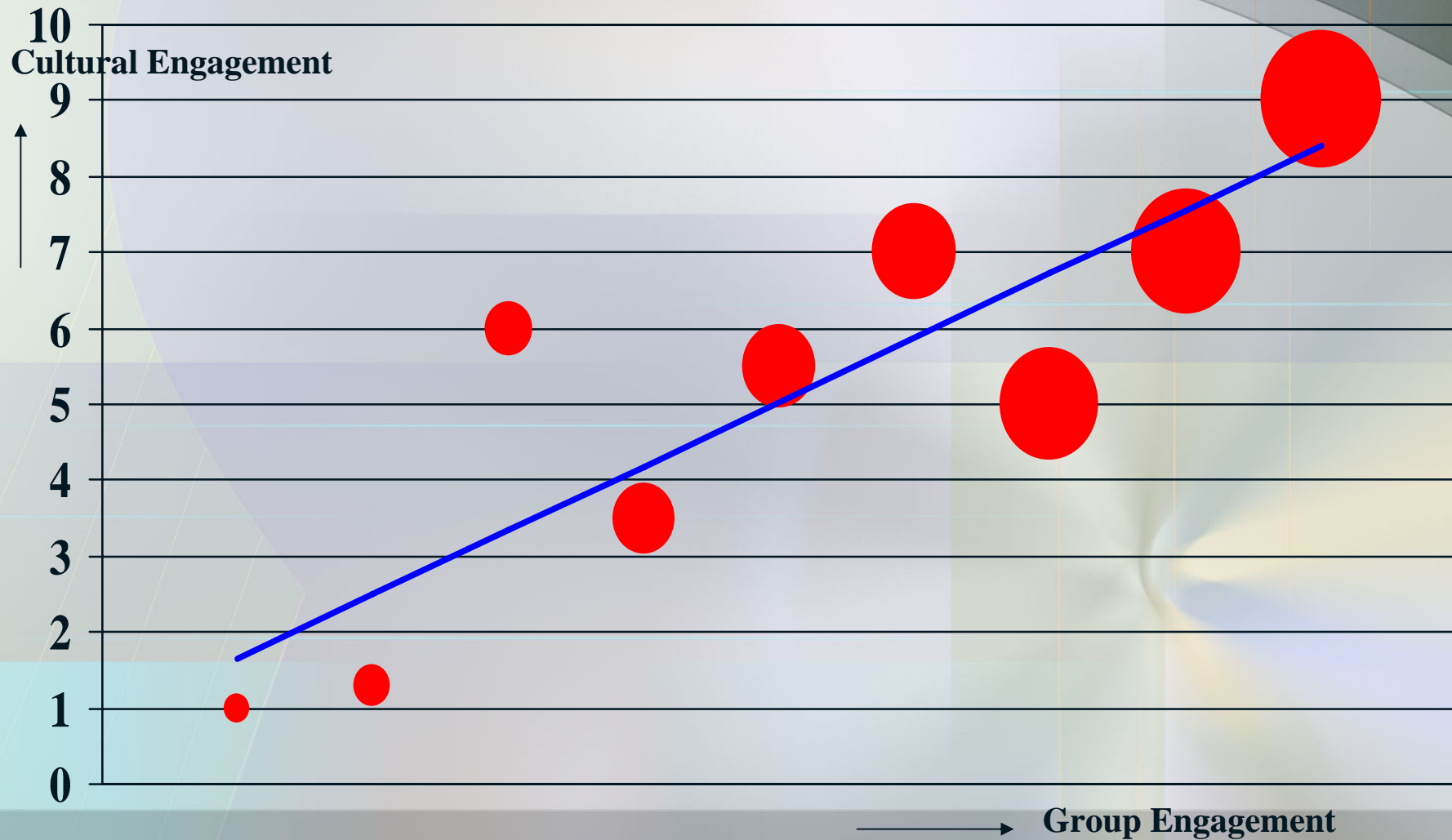
# Faculty Perception of Fit #7



# Faculty Perception of Stage Intensity Indicated by Shape Size



# Likely Lasting Impact (for Student) of Incremental Progress by Shape Size



## **Activity 4**

- **Do you have examples of how you have modified behavior in similar situations?**
- **Are you willing to share them for use in future presentations?**
- **If so, please use the input sheets on your tables and indicate whether you want to be credited for your contribution by checking the appropriate box and signing the form.**
- **Turn in completed forms.**
- **Wrapping it up – questions, comments, and insights**

**Thank you!**