
ORGANIZATION GUIDE

The *Embedded Education Abroad Faculty Toolkit* has been designed with respect to two primary focus areas, *global citizenship* and *academic development*. Specific course objectives have been written for each focus area and are supported by an array of instructional tools that can either be integrated into course syllabi or facilitated as one-time activities. The Toolkit is further categorized by *phase of instruction*, *content thread* and *learning type*. Two indices have been developed to facilitate easy navigation of the Toolkit and cross-referencing of individual tools.

■ PRIMARY FOCUS AREAS

To further refine and extend the purpose, goals and objectives of embedded programming, the Toolkit has been developed and organized around two primary focus areas: *Global Citizenship* and *Academic Development*. Each focus area is sub-divided into interrelated domains with associated course objectives for each. Particular tools supporting each objective have been indicated, keeping in mind that a given tool can work toward multiple objectives.

■ PHASE OF INSTRUCTION

Recognizing that the international travel component can occur at any time during a residential course, tools have been developed and organized around three key phases of instruction: *Pre-Departure*, *In-Country* and *Post-Study Abroad*. It is important to note that particular tools can cross phases or can be revised to appropriately suit a particular phase.

■ CONTENT THREAD

The tools have been developed and organized around five broad-ranging content threads: *Communication*, *Utilization of Technology*, *Primary & Secondary Research*, *Experiential Learning*, and *Culture & Identity*. These threads have been chosen for their appropriateness to education abroad programming. Communication is inclusive of language learning and intercultural communication. Utilization of technology includes computer-assisted instruction as well as popular forms of on-line communication such as blogging. Primary or field research refers to collecting data in the international context through questionnaires, interviews or forms of ethnographic inquiry. These tools will typically involve supplemental secondary research. Experiential learning refers to those activities that involve experience and reflection, such as journaling and similar forms of analytical writing. Culture and identity is inclusive of activities relating to cultural learning and identity development.

■ LEARNING TYPE

Particular tools can either be integrated into course syllabi or facilitated as one-time activities. It is especially important in education abroad programming to be attentive to the interplay between formal, non-formal and informal learning and to develop and implement programs that respond to different learning situations. For the purposes of the Toolkit, the terms are concisely defined as follows:

1. *Formal Learning* is planned learning that derives from activities within a structured learning setting. It typically involves attending lectures, preparing coursework, engaging in seminar/tutorial discussions, etc.
2. *Non-Formal Learning* is a distinction in learning between formal and informal learning. It is learning that occurs in a formal learning environment, but that is not formally recognized within a curriculum or syllabus. It typically involves workshops, clubs, student organizations, etc.
3. *Informal Learning* is unstructured learning that derives from activities outside the formal learning and teaching settings. It has no curriculum and is not professionally organized, but is an ongoing process that occurs in its natural function as a tool for living and survival. Informal learning is likely most prevalent form of learning in an education abroad setting.

TOOLKIT INDEX BY FOCUS AREAS & COURSE OBJECTIVES

I. GLOBAL CITIZENSHIP

As education abroad takes on greater prominence in undergraduate education, its purpose is aligning with the goals of higher education. Given that more and more colleges and universities are integrating *global citizenship* as an essential element in the definition of an engaged campus, particular attention is turning to the role that education abroad can have in developing global citizens. Integration of such international experiences into the undergraduate curriculum is believed to be an effective way to motivate students to want to better understand global issues and to engage in behaviors that reflect the importance of being responsible citizens of the world.

For the purposes of this toolkit, global citizenship is understood as a multi-dimensional construct that entails three interrelated domains: *social responsibility*, *global competence* and *global civic engagement*. Each construct is explained below and is followed by objectives that can be written into course syllabi. Each objectives and is paired with corresponding tools.

A. SOCIAL RESPONSIBILITY. Perceived level of global interdependence and social concern to others, to society and to the environment.

COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1. Students evaluate social issues and identify instances and examples of global injustice and disparity.	7	All	Primary & Sec. Research	Formal
	16	All	Experiential Learning	Formal
	17	Pre-Departure	Culture & Identity	Formal
2. Students examine and respect diverse perspectives and construct an ethic of social service to address global and local issues.	13	In-Country, Post-Study Abroad	Primary & Sec. Research	Formal
	17	Pre-Departure	Culture & Identity	Formal
3. Students correlate local decisions and actions with global consequences of local behaviors and express their personal and professional responsibility to others.	7	All	Primary & Sec. Research	Formal
	13	In-Country, Post-Study Abroad	Primary & Sec. Research	Formal
	15	All	Primary & Sec. Research	Formal
	16	All	Experiential Learning	Formal

B. GLOBAL COMPETENCE. Having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's familiar environment.

COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1. Students recognize their own limitations and abilities to engage successfully in an intercultural encounter.	3	Pre-Departure, Post-Study Abroad	Culture & Identity	Informal
	6	All	Utilization of Technology	Formal
	18	Pre-Departure	Primary & Sec. Research	Informal

2.	Students demonstrate an array of intercultural communication skills. They engage successfully in intercultural encounters.	1	In-Country	Experiential Learning	Non-Formal
		3	Pre-Departure, Post-Study Abroad	Culture & Identity	Informal
		11	In-Country, Post-Study Abroad	Experiential Learning	Formal
		20	All	Culture & Identity	Formal
3.	Students discuss and interpret world issues and events.	4	In-Country	Experiential Learning	Non-Formal
		10	All	Primary & Sec. Research	Formal
		12	All	Utilization of Technology	Formal
		14	In-Country, Post-Study Abroad	Utilization of Technology	Formal
		19	Pre-Departure, Post-Study Abroad	Communication	Formal

- C. **GLOBAL CIVIC ENGAGEMENT.** Actions and/or predisposition toward recognizing local, state, national and global community issues and responding through actions such as volunteerism, political activism and community participation.

	COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1.	Students engage in or contribute to volunteer work or assistance in global civic organizations.	15	All	Primary & Sec. Research	Formal
		16	All	Experiential Learning	Formal
2.	Students construct their political voice by synthesizing their global knowledge and experiences in the public domain.	6	All	Utilization of Technology	Formal
		7	All	Primary & Sec. Research	Formal
		19	Pre-Departure, Post-Study Abroad	Communication	Formal
3.	Students will engage in purposeful behaviors that advance a global civic sensitivity.	15	All	Primary & Sec. Research	Formal
		17	Pre-Departure	Culture & Identity	Formal

II. ACADEMIC DEVELOPMENT

One of the most significant developments in education abroad today is the dramatic rise in the number of short-term, faculty-led programs being offered. Delivering an academic course within the context of an international program is quite different than doing so in the residential sense. It requires familiarity with the host culture and willingness on part of the professor to incorporate aspects of the host culture and student experiences as focus of the academic experience.

It is beyond the scope of this toolkit to offer tools for discipline-specific learning. Rather, academic development is broadly understood in relation to two interrelated domains: *academic self-concept* and *academic self-efficacy*. Each is briefly explained below and is followed by objectives that can be written into course syllabi. Each objective is paired with corresponding tools.

A. ACADEMIC SELF-CONCEPT

Perceptions of one's own academic abilities. Incorporates both cognitive and affective responses toward the self and is heavily influenced by social comparison.

COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1. Students locate and evaluate information and integrate knowledge from a variety of sources and fields.	5	In-Country, Post-Study Abroad	Experiential Learning	Formal
	10	All	Primary & Sec. Research	Formal
	12	All	Utilization of Technology	Formal
	19	Pre-Departure, Post-Study Abroad	Communication	Formal
2. Students gain knowledge, and exhibit analytical and organizational skills from peer learning and teamwork.	4	In-Country	Experiential Learning	Non-Formal
	13	In-Country, Post-Study Abroad	Primary & Sec. Research	Formal
	14	In-Country, Post-Study Abroad	Utilization of Technology	Formal
	15	All	Primary & Sec. Research	Formal

B. ACADEMIC SELF-EFFICACY

Concerns primarily the extent to which students believe they personally have the capabilities to exert control over their academic environment and their commitment and involvement to course work.

COURSE OBJECTIVES	TOOL	PHASE	THREAD	LEARNING
1. Students learn with a sense of purpose and develop self-determination and autonomy by correlating academic goals to their social goals.	2	All	Experiential Learning	Formal
	8	All	Culture & Identity	Formal
	12	All	Utilization of Technology	Formal
2. Students demonstrate a strong desire to achieve their social and academic goals by fully engaging in activity for the learning outcomes of the activity itself.	2	All	Experiential Learning	Formal
	9	In-Country, Post-Study Abroad	Communication	Formal
	13	In-Country, Post-Study Abroad	Primary & Sec. Research	Formal
3. Students explore adaptive alternatives when faced with difficulties to achieving their goals.	8	All	Culture & Identity	Formal
	18	Pre-Departure	Primary & Sec. Research	Informal

INDIVIDUAL TOOL STRUCTURE & EXPLANATION

The *Embedded Education Abroad Faculty Toolkit* has been initially developed with twenty tools designed for short-term, faculty-led education abroad courses. Each tool is explained in a one-page document (see example below). This document provides a brief description of the tool, noting its objectives, materials needed, and recommended method of evaluation. It is important to note that these tools have been developed independently of any academic discipline. As such, course professors should consider editing selected tools to more closely align with course objectives and the context of the international travel component.

Each tool is supported with a student handout and/or related instructional documents. While these documents have been prepared to be used as is, they can be easily adapted to suit the needs and goals of most embedded courses. Note that these documents provide a brief explanation of the method of evaluation, which may need to be revised accordingly.

TOOL TITLE							
<ul style="list-style-type: none"> ▪ NUMBER: 	<i>Each tool is numbered for easy reference.</i>						
<ul style="list-style-type: none"> ▪ PHASE(S): 	<i>Tools have been developed around three key phases of instruction: Pre-Departure, In-Country and Post-Study Abroad.</i>						
<ul style="list-style-type: none"> ▪ THREAD(S): 	<i>The tools have been developed around five broad-ranging content threads: Communication, Utilization of Technology, Primary & Secondary Research, Experiential Learning, and Culture & Identity.</i>						
<ul style="list-style-type: none"> ▪ LEARNING: 	<i>Tools have been organized by type of learning: formal, non-formal and informal learning.</i>						
<ul style="list-style-type: none"> ▪ OBJECTIVES: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">1.</td> <td></td> </tr> <tr> <td style="text-align: center; vertical-align: top;">2.</td> <td><i>Three objectives have been specified for each tool, which closely align with the primary focus areas of the Toolkit. These objectives have been written to be read from the student's point of view.</i></td> </tr> <tr> <td style="text-align: center; vertical-align: top;">3.</td> <td></td> </tr> </table>	1.		2.	<i>Three objectives have been specified for each tool, which closely align with the primary focus areas of the Toolkit. These objectives have been written to be read from the student's point of view.</i>	3.	
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3.							
<ul style="list-style-type: none"> ▪ DESCRIPTION: 	<i>This section provides a brief description of the overall assignment.</i>						
<ul style="list-style-type: none"> ▪ PROCEDURES: 	<i>This section provides instructional information for utilizing the tool. This section also offers optional suggestions for customizing the tool to a particular context. Note that the student handout (via Appendix) does not always align with these procedures.</i>						
<ul style="list-style-type: none"> ▪ EVALUATION: 	<i>This section provides recommendations for how to evaluate the assignment and suggestions for assigning course grade percentage. Note that the student handout may need to be edited for consistency.</i>						
<ul style="list-style-type: none"> ▪ MATERIALS: 	<i>Notes necessary handouts or supplementary materials.</i>						
<ul style="list-style-type: none"> ▪ TIME : 	<i>Notes amount of class time needed for assignment, not student time required.</i>						
<ul style="list-style-type: none"> ▪ SOURCE: 	<i>Refers to the primary developer of the tool. Additional sources may be indicated on the student handout.</i>						