

**EMBEDDED STUDY ABROAD FOR FIRST YEAR STUDENTS: THE  
INSTRUCTIONAL DESIGN OF SYLLABI FOR CURRICULAR  
INTERNATIONALIZATION**

by

Stephen H. Tippet

An Executive Position Paper submitted to the faculty of the University  
of Delaware in partial fulfillment of the requirements for the degree of Doctor  
of Education in Educational Leadership

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## ABSTRACT

*The Arcadia University Preview Program for First Year and Transfer Students* (Preview) is a program design built into the university curriculum to allow all First Year and Transfer Students the opportunity to study abroad. The Previews are part of an institution-wide strategy to provide an *action* to meet the *vision, need, and circumstances* that are particular to the university's internationalization dimension. The Preview courses are 2-credit courses taught in the spring semester. They last six to eight weeks and include a 1-week trip to an international location.

The purpose of this Executive Position Paper is to describe how professors design the learning environment of their embedded study abroad courses. In doing so, the work connects these design characteristics to best practices in study abroad and describes student experiences using course evaluation questionnaire data.

The initial goal is to document the instructional design of the Preview courses. The second goal is to determine the relationships between the course subject matter, learning goals, assessment strategies, and field study activities in the Preview syllabi. The third goal is to compare the Preview syllabi to good practices in study abroad course design. The final goal is to review students' satisfaction with their Previews using course evaluations that students complete after the international field study.

## **Chapter 1**

### **INTRODUCTION**

What is the purpose of international education? I start the answer to this question with an anecdote from my study abroad education. In my class on 20<sup>th</sup> Century Irish Literary Revival at St. Mary's College in London, I formed a good relationship with the professor. I had worked hard in the class, contributed actively in discussions, and enjoyed the reading assignments written by J.M. Synge, William Butler Yeats, and James Joyce. I even made a personal trip to Ireland, partly to see the literary sites. In the British system students have much more autonomy and responsibility to work independently; I did not start the final class paper on time and I left England without submitting the term paper.

On returning to the U.S. I embarked on a research project. I spent weeks of Friday and Saturday nights in the Young Library at the University of Kentucky reading and writing about the short story collection, *Dubliners*. I produced a 30-page literary criticism paper better referenced and more sophisticated than anything else I wrote in my undergraduate program. I did this without communication from my ex-professor at St. Mary's College and while carrying full credit load of spring classes. Hadis (2000) makes the observation that faculty and study abroad advisors, who chat

with their students who have returned from study abroad, think that students return less interested in the non-academic and age-related aspects of college life. Students seem more serious about themselves and what they should do at college. In a word, they are more mature. This is probably the best explanation for how I changed while studying abroad and why this story is important to what I am doing 15 years later.

The intention of study abroad in the curriculum is that a student's ability to solve problems, analyze topics, and make decisions on both local and global issues improves due to skills, competencies, and behaviors inculcated by international and intercultural learning. This outcome, as Heidi Jacobs (2010) argues, is a key 21<sup>st</sup> century competency because of global interconnection and interdependency in political, economic, environmental, cultural, social, and scientific issues. Colleges and universities require students to take interdisciplinary classes to foment a richer understanding of the complexities that exist and interact in the world. The landmark Lincoln Commission (2005) report "Global Competence and National Needs: One Million Americans Studying Abroad" makes a similar case that international and intercultural experience adds dimensions of complexity that are advantageous when a person analyzes a topic, works in a group, solves a problem, or makes a decision.

In a few broad strokes, study abroad follows the classic goal of the Academy to promote liberal political economics and a skilled and informed citizenry and follows the market business model of higher education (Hoffa, 2007). At universities and colleges, study abroad is available to those who can pay for it, albeit with possible

government or private financial assistance. The business model creates an unequal opportunity structure for students.

More than any specific policy or funding priority from the Federal Government, this cultural pattern should be a central concern of the international education community. For years, we have embraced globalization and interculturalism with the expectation that we can educate students so that globalization and interculturalism benefit their lives and their careers. The current discourse around the issue, however, indicates that there is still “room for debate” (Berdan, Goodman, Chin, Miranda, Rosales, & Buff, 2013) about the value of a study abroad program in the lives and careers of students. This Executive Position Paper is not intended to delve into these issues directly, but to describe teaching and learning in study abroad courses by analyzing the instructional design of embedded study abroad at Arcadia University. However, the findings of this investigation may contribute to the discourse, inside and outside the Academy, around whether study abroad is a worthwhile venture, and how to orient practitioners about how institutions of higher education can address their missions for internationalization in the 21<sup>st</sup> Century.

### **Defining Faculty Led Study Abroad**

***Study abroad program.*** Study abroad is “an educational programme whereby U.S. students go abroad for part of their degree for which they receive credits that transfer back into their scheme of study” (Woolf, 2011, p.496) at the home institution.

***Faculty-led study abroad program.*** The Forum on Education Abroad (Forum) defines faculty-led study abroad as “a study program directed by a faculty member (or members) from the home campus who accompanies students abroad. Usually, though not always, brief in duration” (Forum on Education Abroad Glossary, 2017). Faculty-led study abroad was the first model of study abroad and its first iterations did not provide university credit for the students. They were extra-curricular experiences for the cultural enrichment of the students (Hoffa, 2007). These early study abroad experiences were driven by an inspired faculty member with the connections and know-how to carry out an academic experience in the international location, as was the case of Raymond Kirkbride at University of Delaware and Jack Wallace at Beaver College in 1948 (Hoffa, 2007; Arcadia University 2017). Faculty led study abroad may be designed to be classroom based, multi-country travel programs, field and site research, service learning work, or an internship experience at a business or institution.

***Short-term study abroad programs.*** According to The Forum on Education Abroad and the Institute of International Education (IIE), short-term study abroad programs are any education abroad program that is eight weeks or shorter. In 2014-2015 programs of this type represented 63% of study abroad participation by U.S. undergraduates (International Institute of Education, Open Doors, 2016). According to the Forum (2009), short-term study abroad programs “attract students from groups that are less likely to study abroad for a full semester or full year... such as ethnic minorities, first generation students, non-traditional students, students in fields with

extensive course requirements, community college students, student athletes, and males” (p. 1-2).

***Embedded study abroad programs.*** The Penn State faculty toolkit defines embedded study abroad courses as “international undergraduate programs that include a brief experience abroad as a minor component of a course for which the substantive content is provided within the United States” (Morais, Ogden, Buzinde, 2009, p.3). Similarly, the Forum on Education Abroad defines the embedded model, or *Course-Embedded Study Abroad*, as “a short study abroad experience that forms an integral part of, or an optional add-on to, a course given on the home campus. The study abroad portion of the course takes place during a midterm break or after the end of the on-campus term, is just a week or two long, and is led by the class professor(s) from the home institution (Forum on Education Abroad, Glossary, 2017).

### **Arcadia University’s Global Learning Curriculum**

Arcadia University is a small comprehensive university located in the mid-Atlantic region of the United States. Founded in 1853 as the Beaver Female Seminary, and later known as Beaver College, it became a co-educational institution in 1972 and was renamed Arcadia University in 2000. Arcadia University is classified as a North Regional University offering a full-range of undergraduate degrees and some master’s programs (U.S News and World Report, 2016). In 1965, The Center for Education Abroad was established to provide for-credit study abroad programs in

Britain, Australia, and elsewhere. In 2009, this institution became The College of Global Studies; a Middle States accredited College of Arcadia University. Arcadia University's mission is to "provide a distinctively global, integrative and personal learning experience for intellectually curious undergraduate and graduate students in preparation for a life of scholarship, service and professional contribution" (Arcadia University, 2017, p.3). As seen in the mission statement, Arcadia's commitment to global learning is first among its characteristics as an institution of higher learning.

There are two types of embedded study abroad courses at Arcadia University, both designated with Global Field Study (GFS). Previews are 100 level courses and Global Field Study courses are 300 & 400 level courses. Both course types include a short-term study abroad program and follow the same embedded study abroad design model. Professors deliver the courses in the classroom at Arcadia University and the course includes a faculty led field study to an international location.

The Arcadia University Undergraduate Curriculum Steering Committee (AUC) publishes course learning and development standards. The Undergraduate Academic Policy Committee (UAPC) governs the Arcadia course designations and credit allocation. In order for a course to qualify for the Global Field Study designation, it must include two components: *Intellectual Practices* and *Areas of Inquiry*. Intellectual Practices "delineate particular methods of exploring connections between course subjects, experiences, and approaches" (Arcadia University Course Development Document, No Page #). They may focus on Global Connections



Experience and Reflections or Crossing Boundaries. Intellectual Practices are demonstrated learning goals, development criteria, and common pedagogical practices. Areas of Inquiry are “demarcations of relevant approaches to academic subject matter” (Arcadia University Course Development Document, No Page #). Undergraduate courses generally hold one Area of Inquiry designation, which may include Creative Expressions (CE), Cultural Legacies (CL), Natural and Physical World (NPL/NP), Self and Society (SS).

The Areas of Inquiry and Intellectual Practices are guidelines for content, student experiences, instructional approaches, and learning outcomes, though they do not prescribe specific course content. To propose a new course at Arcadia University, professors must complete a form that identifies both the Intellectual Practices and Area of Inquiry and justify these choices.

Of particular relevance to the GFS curriculum is the “Global Connections Experience & Reflection” *learning goals*. These goals ask professors to provide opportunities for “experiential learning and reflection rather than within the structure of a traditional class” (Internal Arcadia University Course Development Document, No Page #). This emphasis on experiential learning is a common denominator of study abroad course design (Katula & Threnhauser, 1999) and experiential learning in undergraduate education (Kolb, 1984; Kolb & Kolb, 2005) discussed later. Likewise, the Global Connections Experience & Reflection *course development criteria* guide professors in the design of a Global Field Study syllabus, and give the curriculum oversight process a measuring stick for reviewing a proposed course (Appendix A).

These standards offer guidelines and a faculty governance process to internationalize the curriculum. They outline how Arcadia University guides the development of a Global Field Study course to include the desired content and how the design of the learning environment of the course should conform to institutional standards. Global Field Study courses are Arcadia’s operationalization of the 300 & 400 level study abroad curriculum. These upper-Global Field Study courses represent an important aspect of Arcadia’s curricular internationalization. The topic of this analysis are the Preview courses of the Arcadia University. As Table 1 shows, these courses are also part of the Global Field Study undergraduate curriculum but have different characteristics from the upper-level courses.

TABLE 1. ARCADIA 300/400 GLOBAL FIELD SEMINAR (GFS) CURRICULUM

GFS Course	Credits	Intellectual Practice	Areas of Inquiry
100 Level “Preview”	2	N/A	N/A
300 & 400 Level Global Field Seminar	4	Global Connections Experience & Reflections (GC-E/R) Crossing Boundaries (CB)	Creative Expressions (CE) Cultural Legacies (CL) Natural and Physical World (NPL/NP) Self and Society (SS)

## **Arcadia University Preview Program**

The Previews (Previews/the Previews) for First Year Students and Transfer Students started as a non-credit, optional, activity for First Year Students to preview the study abroad experience. The Previews are a strategy of academic and administrative procedures to provide an *action* to meet the *vision, need*, and *circumstances* (Hoffa, 2007) that are particular to Arcadia University's internationalization mission. The Preview program was initially designed as a way to “preview” the locations where students could later study abroad for academic credit through a semester-long program. As such, the Previews were not by definition “study abroad” since the sine qua non of study abroad is that courses are credit-bearing (Hoffa, 2007).

The Previews are the topic of analysis in this Executive Position Paper. Previews sit outside the Global Field Study curriculum approval process, and instead, are under the administrative direction of the Dean of International Affairs, at the Office of International Affairs (OIA). While carrying the Global Field Study course designation, neither the Global Field Study Curriculum Director, the Arcadia University Undergraduate Curriculum Steering Committee (AUC), nor Undergraduate Academic Policy Committee (UAPC) review Preview courses. Further, Previews are not aligned with Intellectual Practices or Areas of Inquiry standards (Table 1). As of

2013-2015, the Previews are not integrated into the development, design, and approval process in the same way as upper-level Global Field Study courses.

A Preview course counts for two academic credits towards the student's degree program. As defined by Penn State (2009) Previews are embedded study abroad courses, allowing students to focus on a topic or theme during class, and to have an international field study "so as to leverage the international scope of the course content, to provide students with real-world learning opportunities, and to foster meaningful intellectual experiences for students" (p.3).

A faculty or staff member designs and teaches the Preview and each Preview includes a "co-leader" in-class and during the field study. This co-teaching model affords the opportunity of collaborative curriculum design whereby co-teachers engage in joint deliberations about the syllabi. The design of Previews follows criteria specified by the Office of International Affairs, which include:

- fulfill two academic credits
- include a week-long international travel experience
- open to only First Year Students and Transfer Students
- taught with a co-instructor or co-leader
- participate in the Global Expo event

The above criteria are the most pertinent institutional standards that apply to Preview instructional design. In 2010 an Arcadia working-group undertook an

analysis of the Preview program. It published the *Preview Task Force Final Report* laying out a strategy of resources, constraints and efforts to center the discussion of the Preview program's "key role in the University's internationalization efforts as well as its national reputation" (Preview Task Force, p.2). The report listed institutional goals for the Preview program, including:

- a. Globalize the University by intentionally embedding global themes with the classroom and academic content
- b. Increase the connections between students, faculty, and staff as reflected in the promise of an integrative and personal learning experience
- c. Facilitate greater student engagement with the University and develop a strong affinity with the First Year class
- d. Inspire and enable students to gain a global perspective through study abroad and study away
- e. Establish a pedagogical model for global engagement

Additionally, since most Preview students are in their first year of study at Arcadia University, the Previews help them fulfill the institutional curriculum objectives for First Year Students. These objectives are for students to:

- Contribute to class discussion
- Lead a discussion and/or made a presentation using technology
- Use a variety of writing strategies (reflection papers, journals, postings)
- Use editing and revising techniques
- Become familiar with the library

- Participate in community activities outside the class to explore cultural resources on campus and in the greater regional area
- Develop a community with other students based on the fact that they are in the same course, and worked with a peer mentor

Arcadia University pays for about  $\frac{3}{4}$  of the per-student cost of the field study program. In 2015 students paid \$500.00 plus the cost of obtaining a passport, and personal expenses like food and souvenirs during the trip. The Preview field study program typically occurs after six weeks of class meetings. These class meetings occur once per week for 2-3 hours and attendance is required for a student to be eligible for the field study. The field study lasts between 7-9 days and typically occurs during spring break week. After the field study, Previews meet at least once, or multiple times at the discretion of the instructor, to conclude the Preview and to prepare for the Global Expo. The Global Expo is an open poster/presentation fair held in a large meeting space at which students display poster information, food, items, videos, and other artifacts related to the Preview class and the field study. Figure 1 illustrates the key design features of the Previews:

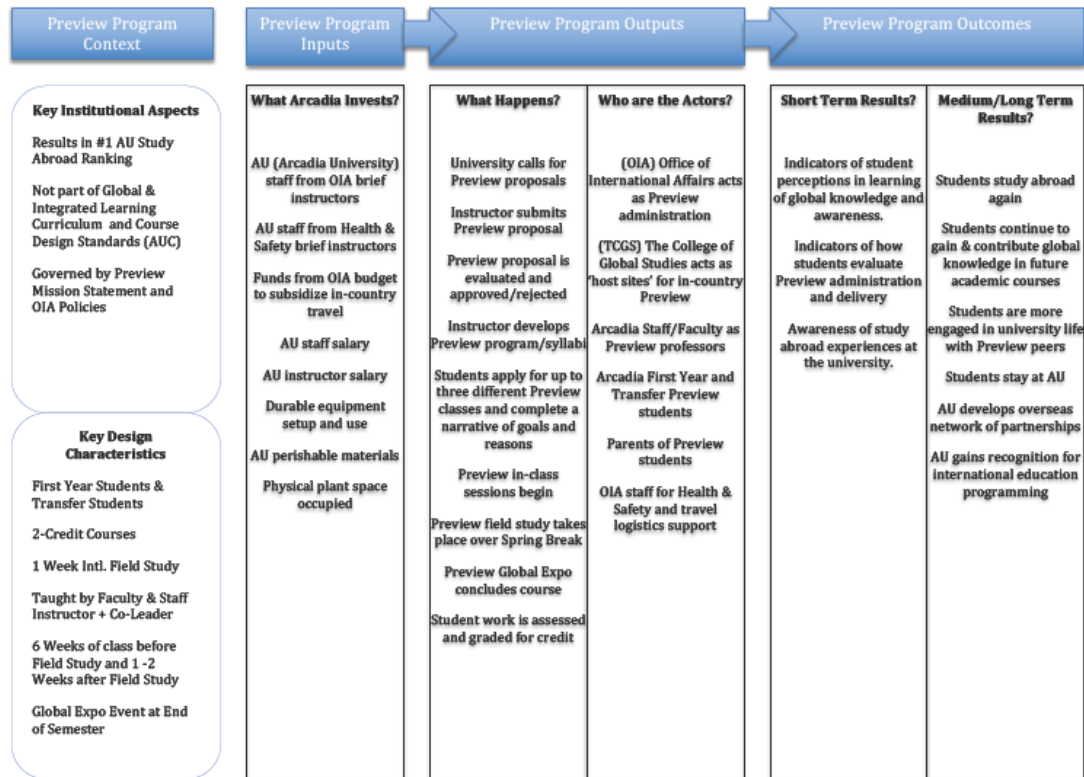


FIGURE 1. CONTEXT, INPUTS, OUTPUTS AND OUTCOMES OF THE PREVIEW PROGRAM

In summary, the Preview program is designed to provide an international study experience for First Year Students and to increase retention for these students starting on their university careers. The Previews contribute to Arcadia University receiving top rankings for the percentage of its students who study abroad (IIE Open Doors, 2016; US News and World Report, 2016). This recognition is important for creating public information to market to current and future students interested in study abroad.

## **Purpose of EPP**

The purpose of this Executive Position Paper is to examine how Preview courses are designed, connect these design characteristics to best practices in short-term study abroad, and describe student experiences using course evaluation survey data. The focus is on the design of the syllabi rather than the instructional methods or techniques utilized in teaching the Preview courses.

## **Organizational Improvement Goal**

Short-term study abroad is the most common method of study abroad learning now going on at colleges and universities in the U.S. In 2014-2015, approximately 9% of undergraduate students did some type of study abroad experience before they graduated. Of these, 63% study abroad in a short-term experience of two months or less (IIE, Open Doors, 2016), though the specific models and durations vary greatly. Only since 2010-2011 is data available for study abroad programs that are two weeks or less in duration. Including both academic year and summer programs, the data show that 11.6% of study abroad students chose these 2-week programs in 2010-2011 while by 2014-2015 participation had increased to 15.6%. Of the total 313,415 students identified as participating in a study abroad program in 2014-2015, IIE states that 48,893 of these students chose a program of two weeks or less in duration (IIE, Open Doors, 2016).



Some of the foundational ideas about how to design study abroad learning in semester long or year-long experiences are challenged by the embedded model of study abroad. This is the central gap of information that this Executive Position Paper seeks to fill, namely, what are some principles of good practice for the design of these courses. The Executive Position Paper explores the design of embedded study abroad syllabi, the implications that the syllabi design may have for student learning, and the characteristics of Arcadia University embedded study abroad as part of the curriculum and the mission of the institution.

### **Key Questions**

This Executive Position Paper discusses many of the Program Outputs of the Previews (Figure 1), including details about (a) how *instructors develop Preview syllabi*; (b), context about how the *instructor submits a Preview proposal*; (c) how the *Preview proposal is evaluated and approved/rejected* by the university administration; (d) how Previews conclude with the *Global Expo* event; and (e) design characteristics of the *Preview in-class sessions* and the *Preview field study*. The analysis of the data also revealed information about *indicators of student perceptions in learning global knowledge and awareness*, one of the Short Term Results of the Previews (Figure 1). It should be noted that this Executive Position Paper is not a full accounting of the context, inputs, outputs, or outcomes of the Preview program as illustrated in Figure 1.

Within this scope of purpose and methods, the following key questions guided this work:

1. What design elements are found among the Preview course syllabi at Arcadia University?
2. Do the Preview design elements match principles of embedded study abroad course design standards, and/or good practices defined by the Forum on Education Abroad?
3. Do the course evaluation data indicate student satisfaction with Preview course design?

## **Chapter 2**

### **LITERATURE REVIEW**

#### **Internationalization of Higher Education**

*Internationalization in higher education.* Study abroad is part of the internationalization of higher education. The internationalization of higher education is “the process of integrating international and multicultural perspectives and experiences into the learning, discovery, and engagement mission of higher education” (Knight, 1994). An administrative definition, from Merkx (2003), is that internationalization includes four phenomena: foreign aid, study abroad programs, foreign student enrollments at U.S institutions, and international studies. Defined pedagogically as “comprehensive internationalization”, the American Council on Education (2005) means it to be “the process of infusing an international or intercultural dimension into the teaching, learning, research, and service functions of higher education” (Olson, Green, & Hill, 2005). Comprehensive internationalization includes six “interconnected target areas” for institutions to develop program structures to address 1) articulated institutional commitment; 2) administrative leadership, structure, and staffing; 3) curriculum, co-curriculum, and learning

outcomes; 4) faculty policies and practices; 5) student mobility; and 6) collaboration and partnerships (American Council on Education, 2017).

According to the landmark Lincoln Commission report (2005) study abroad is a response from policy makers, curriculum designers, researchers, and education administrators to produce a competitive workforce and an educated body politic with specialized global awareness in order to allow individuals to communicate, collaborate, and compete in the global political economy. Some of the many programmatic factors that stakeholders design into study abroad for this purpose include: “program duration, intercultural coursework, cultural immersion opportunities, on-site and online cultural mentoring, planned intercultural contact, and regularly occurring reflection through journaling, written assignments, peer-to-peer feedback, and other mechanisms” (Paige & Vande Berg, 2012, p.30).

Comprehensive internationalization at colleges and universities is the design of curriculum to reflect the goals and values for students and institutions. The literal definition of curriculum comes from the Roman Latin use of a designated path, or “rutted path”, leading in a certain direction to a destination. Another view of curriculum is as a landscape where learning is about exploring the environment, finding out what resources are available, discovering tools to use, communicating with the inhabitants, and learning what motivates and produces feelings of satisfaction. The manner whereby the professor leads, coaxes, or assists students along this rutted path or landscape is both a design and teaching issue (Bransford, et al., 2000).

Considering what we know about the critical role of the teacher in facilitating intercultural and global awareness learning (Vande Berg et al., 2009), it behooves the field to investigate how teachers design the embedded version of study abroad.

### **Study Abroad Program Models**

The literature on design variations in short-term faculty led study abroad course design is immense (Donnelly-Smith, 2009; Duke, 2000; Gonsalvez, 2013; Grimes, 2015; Howell, 2015; Jessup-Agner & Aragones, 2013; Lumkes, et al, 2011; Olson & Lalley, 2012; Parmenter, 2015; Shupe, 2013; VeLure-Roholt & Fisher, 2015; Womble, et al, 2014). This becomes even more expansive when taking into account courses that blend elements from different models, including: (a) short-term international direct enroll courses based at overseas universities; (b) classroom based with short field study trips (e.g. the Arcadia Global Field Study); (c) short-term faculty led in-country courses during summer and winter sessions (e.g., University of Delaware's January Term); (d) virtual exchange classroom activities with short field study programs (e.g., State University of New York COIL Center); (e) mobile international study tour programs (e.g. Semester at Sea); (f) applied field based learning activities (e.g. the Arcadia London Pre-Med International Lab); (g) internship placements at organizations that include coursework (e.g. CIEE's 8-week Summer Internship); and (e) volunteer and service learning courses (e.g. Global Brigades). In

all its forms, short-term study abroad programs are the reason that increasing numbers of students study abroad (IIE Opens Doors, 2016).

### **Faculty Led Embedded Study Abroad**

A weeklong study abroad experience means that students have a short time for contact with the new culture, and thereby an abbreviated opportunity to make meaning of their intercultural encounters. For this reason, from early on, the short-term study abroad experience was seen to have dubious academic value. One early voice in study abroad, Irwin Abrams, called the study tour “no more than sight-seeing with a syllabus” (as cited in Congressional Serial Set, 1966, p.381). At its best, the short study abroad program was thought of as “the laboratory period of an intellectual adventure begun before departure and carried forward on his [the student’s] return” (IEA as cited in Hoffa, 2007, pg.285).

The Penn State Embedded Education Abroad Faculty Toolkit (Morais, et al., 2009) challenges this assumption. It lays out specific learning objectives and instructional tools for syllabi design and lesson activities for embedded study abroad courses. These include class lessons and instructional procedures for formal and informal class and out-of-class activities. One intention of the authors is to design lessons so that students gain global awareness and intercultural competence as part of the embedded study abroad course. Several of the course objectives attempt to

operationalize the constructs of intercultural knowledge and global awareness into specific classroom lessons (Appendix B).

Some still question the short-term model for the lack of transferable skills and the learning outcomes that students may take away from these courses. Woolf (2006) is particularly skeptical of short-term study abroad, comparing it to “educational tourism” whose purpose “may well have more to do with finance and publicity than with teaching and learning” (pg. 503). Its popularity and newness make curricular decisions about the design and implementation of these educational programs all the more important. For this reason, the present Executive Position Paper seeks to describe syllabi at Arcadia University and to derive standards for measuring embedded study abroad design.

### **Standards of Study Abroad Program Design**

*Forum on Education Abroad.* The standards created by the Forum on Education Abroad (Forum) guide the design of study abroad courses. The mission of the Forum on Education Abroad is to “provide opportunities for global discourse and information sharing among educational institutions”, including:

- Advocating standards of good practice
- Promoting excellence in curricular development and academic design
- Encouraging outcomes assessment and other research

- Facilitating data collection, and
- Advocating for education abroad at all levels (see [www.forumea.org](http://www.forumea.org))

The Forum develops and promotes the standards by convening practitioners. The Anti-Trust Division of the United States Department of Justice and the Federal Trade Commission recognizes the Forum as the sole Standards Development Organization (SDO) for the field of education abroad by (Hoffa, 2007). The Forum's Quality Improvement Program (QUIP) and its Standards development process offers methods for "evaluating study abroad offices and programs, one that permits assurance, accountability, and quality improvement" (Hoffa & DePaul, 2010, p.480).

***Forum standards of good practice.*** This Executive Position Paper is grounded in The Forum's Standards of Good Practice for Short-Term Education Abroad Programs (2009). Specifically, the Forum presents a series of statements that characterize good short-term study abroad programs and courses. These short-term Good Practice Standards are derived from previous and subsequent efforts to develop Standards of Good Practice for Education Abroad for semester or year-long study abroad (2011; 2015). Some are design standards that teachers operationalize in their courses whereas others are intended for stakeholders at administrative levels.

This Executive Position Paper looks at four aspects of embedded study abroad syllabi design: course descriptions, learning goals, assessments, and the field study. The Forum includes Standards that apply to each of these areas (2009; 2015):



#### Course Descriptions:

Standard 1.b: The program has a clearly defined purpose and clearly defined academic and/or experiential goals (p.3)

#### Learning Goals:

Standard 2.b: The program fosters discipline-specific and/or interdisciplinary learning outcomes appropriate to the curriculum, site, and program goals (p.3)

#### Assessments:

Standard 3.f: Students are evaluated by methods that measure how the site is used effectively in the integration of readings, site visits, discussions, and cultural activities (p.3)

#### Field Study:

Standard 4.a: Faculty and program sponsors should consider carefully the number of sites proposed to visit, their geographical proximity to each other and time spent traveling. More emphasis should be given to having full, in-depth experiences at each site rather than on “seeing everything” visiting multiple sites and spending only short amounts of time at each site (p.5)

These Standards of Good Practice offer guidance about course design for teaching and learning in the classroom, laboratory settings, service-learning projects, and in other pedagogical models. These Standards of Good Practice are relevant, but not specific to the embedded model of study abroad. For this reason, the Executive Position Paper examines a selection of embedded study abroad syllabi from the Forum’s Curriculum Toolbox (Appendix C).

## **Pedagogical Foundations of Study Abroad Curriculum**

***Learning everywhere.*** The study abroad model, as distinct from other international work, volunteer, service, tour, or study programs, is intended to provide “a learning experience that helps students fully absorb and integrate their experience at increasing levels of complexity” (Passarelli & Kolb, 2012, p.138) into a formal school curriculum. The challenge is, as John Dewey (1916) observed, that “the great waste in school comes from his [the learner’s] inability to utilize the experience he gets outside... while on the other hand he is unable to apply in daily life what he is learning in school” (as cited in Bransford, 2000, p.147). Learning scientists describe this dissonance between knowledge and skills taught in schools, and when the same knowledge and skills are needed to navigate life (Gundaker, 2008; Heath, 1983; Lave et al., 1984; Lave & Wenger, 1991; Verrips, et al., 2001). Outside of the curriculum, much of the study abroad design work that professionals and teachers do is so that students have opportunities and structures for everyday learning moments to happen: host family stays, excursion travel, peer-to-peer activities, extra-curricular certificates.

***Experiential learning.*** A fundamental tenant of modern learning theory is that different kinds of learning goals require different learning approaches to instruction. Kolb’s (1984) experiential learning theory (ELT) is often cited as the pedagogical basis of study abroad. Kolb’s work hearkens back to the beginning of progressive education philosophy about the communicative process (Dewey, 1916) and the

situational nature of learning by participating in social activity (Vygotsky, 1978). Kolb's ELT is "the process whereby knowledge is created through the transformation of experience, and knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p.38). This is the pedagogical approach whereby "educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (Association for Experiential Education, n.d.). This approach allows students to engage in a cycle of experiencing, reflecting, thinking, and acting, facilitating an ability to construct answers by focusing on concepts, processes of inquiry, exercises in critical thinking, and tools for the creation of values.

The emphasis on experience and reflection is a common design element of study abroad in order for "the reflection process [to] turn experience into experiential education" (Joplin, 1995, p. 15) through a phase of "debrief". As will be seen, this intent is evident both in best practice models in embedded study abroad curriculum (Appendix C) and in the design of Preview syllabi. To foment this process, the instructional design of study abroad must "emphasize active involvement, a variety of learning activities, and an element of choice to engender personal investment in learning" (Passarelli & Kolb, 2012, p.156). The design of courses must include guided analysis and reflection, without which, experiential environments can be mis-educative. A cultural mentor or teacher, who can design and implement a reflection

process [to] turn experience into experiential education (Deardorff, 2015; Joplin, 1995), is a critical aspect of making this possible.

In summary, study abroad gives students the opportunity to learn everywhere and everyday immersed in a stimulating environment that problematizes ethnocentric cultural knowledge. There is a clear trend in the field to connect study abroad curriculum to experiential learning because the endeavor requires students to be active learners in dealing with their international environment (Hoffa & DePaul, 2010; Hopkins, 1999).

### **Educational Objectives of Study Abroad Curriculum**

***Global awareness.*** Study abroad objectives revolve around what can be broadly called global awareness and, separately, domain knowledge outcomes in a particular academic or professional discipline. Global awareness can be thought of as knowledge of interrelationships among issues, trends, and systems across the globe (Stewart, 2010).

The dual educational purpose of study abroad curriculum goes back to its foundation. Pioneers in the early 20<sup>th</sup> century, like University of Delaware President Walter Hüllihen's *Delaware Foreign Study Plan* envisioned that students "living and learning on the terms of each other's culture would contribute toward a climate of peace, goodwill, and mutual respect and understanding" (Hoffa, 2007, p.219). It was

hoped to be a means to prevent the outbreak of conflict such as the Great War and World War II. These pioneers created the first study abroad curriculum in the modern languages and area studies disciplines so that, mostly, women in pre-service teaching programs would have better language expertise and general content knowledge expertise about the countries of Western Europe (Hoffa, 2007).

The processes of becoming globally aware were first put forth in the methods that led early anthropologists and ethnographers to experience intercultural perspectives as a kind of by-product of participant observation research (La Brack & Bathurst, 2012). Allport's (1954) contact hypothesis suggests a mechanism whereby interpersonal contact results in the development of global awareness. As a construct in international education, global awareness is defined as psychological and behavioral evidence of different attitudes, values, and behaviors (Chieffo & Griffiths, 2004; Doscher, 2012; Hadis, 2005). A number of studies have demonstrated connections between study abroad experiences and these changes in attitudes, behaviors, and values (Anderson et al., 2006; Doscher, 2012; Salisbury et al., 2013). Related to global awareness is terminology of intercultural knowledge, intercultural skills, and intercultural competencies which all speak to the result and characteristics of these behavior, values, beliefs, and actions (Vande Berg et al., 2012).

***Intercultural learning.*** Intercultural learning refers to the “acquisition of generalizable (transferable) intercultural competence, that is: competence that can be

applied to dealing with cross-cultural contact in general, not just skills useful for dealing with a particular other culture” (Vande Berg et al., 2012, p. 91).

The roots of intercultural learning are also in anthropology. The first generation of Columbia University anthropologists Boas, Malinowski and their students learned to understand “the natives point of view” in order to describe and relate behavior, values, ideas, and societal organization from the viewpoint of their participants so that the anthropologist could describe a culture in scientific terms (Malinowski, 1922). Practitioners in study abroad design programs so that students change from an ethno-centrist toward an ethno-relativist point of view (Brack & Bathurst, 2012). This understanding requires complex learning even in long-term study abroad programs when students live in the culture for a semester or a year.

Milton Bennett (1993) in the *Developmental Model of Intercultural Sensitivity* did much to popularize the construct of intercultural learning. Bennett (2012) defined learning outcomes of intercultural competence as a set of cognitive, affective, and behavioral characteristics that support appropriate interaction in a variety of cultural contexts. Individuals “consciously construct dynamic identities for themselves that acknowledge their primary socialization, but that extend who they are into alternative worldviews and cultural bridge building” (Vande Berg et al., 2012, p. 111).

This idea is not different from Shakespeare’s “all the world is a stage” maxim (As You Like It) that people utilize constructed identities to play a part that is dependent on the context where that individual is located. Simply put, the part that

one plays in a professional office setting is different from one's part in a setting with friends and family. A study abroad student shows this change when she learns not to react to a culturally startling action, even if the action should provoke surprise/offense according to the norms of her own culture. A longitudinal national study of college students controlling for variables like institution, pre-college background, and college experiences show that students who study abroad demonstrate these changes after study abroad (Salisbury et al., 2009, 2013). Markers of intercultural learning are identified in verbal statements such as "I feel that I have learned to be open minded and not judgmental. There are millions of people in this world, and there are lots of people who are just like me" (Chiefffo & Griffiths, 2004, p.174). Intercultural learning is as much about learning about the "self" as it is learning about "the other".

Study abroad, however, does not always lead to changes in a student behavior, values, beliefs, or actions toward a positive global perspective (Ogden, 2006). If the design of study abroad insulates students from learning about the self or others, students can spend an entire year studying abroad without developing global awareness or a better understanding of their new cultural environment (Lutterman-Aguilar, 2015; Lutterman-Aguilar & Gingerich, 2002).

According to Engle and Engle (2003), the necessary input is "the mentor or cross-cultural facilitator [who] accompanies the adaptation process with concrete cultural orientation" (p.13). As the landmark Georgetown Consortium study (2009) found, study abroad programs and courses should provide cultural mentoring for

students to achieve these developmental changes (Vande Berg, et al., 2009). In other words, the role of the teacher makes the difference for students demonstrating intercultural learning. While not looking at instruction, the present investigation describes how professors plan these teaching moments in Arcadia's Preview syllabi.

By definition, study abroad is the attainment and transfer of academic credit, in the pursuit of a professional or academic credential, at an accredited university or college. While many professors intend students to gain global awareness and develop intercultural knowledge and skills, some study abroad syllabi delineate learning objectives and assessment that do not have any explicit intercultural component. In these cases, professors or program managers may design intercultural learning into optional or un-assessed co-curricular activities, or it may be left to the non-curricular experiences of interacting and living in the international location.

The course syllabi is one commonality in all study abroad curricula. The research on study abroad teaching and learning maintains that "most students learn to learn effectively abroad only when an educator intervenes, strategically and intentionally" (Vande Berg et al. 2012, p.19). This Executive Position Paper is intended to look at how faculty design this intervention through the faculty-led embedded study abroad model. In evaluating the design of these learning environments, it is good to remember Taylor's (1949) conception of the curriculum in that syllabi are only a description of the environment and the destination, along with information about sites along the way.



## **Summary of Literature**

There is a significant amount of literature on study abroad programs and student learning in study abroad. The Forum helps to arbitrate study abroad programs and curriculum through its Standards of Good Practice. There are many program models, types of pedagogy, and course subject matter in study abroad. However, the literature on embedded study abroad, particularly courses designed for First Year Students, is sparse. The Preview program at Arcadia University is unique. No comparable model could be found at another university or college. What exists in the literature are case studies of courses and measurements from student pre/post-tests on intercultural learning instruments, sometimes with a quasi-experimental comparison groups. Most of this literature is on semester-long and 4- to 8-week short-term study abroad programs. There is a consensus that careful facilitation is required for students to develop global awareness and that students need spaces and scaffolding for cultural reflection and expert feedback. Secondly, the literature nods to how the formal curriculum is only one influencing variable amid a complex ecosystem of everyday experiential learning that happens while students are abroad. The notion of immersing students in a culture for them to ‘sink or swim’ is mostly banished from serious consideration. The legacies of thought in this area still exist in program elements like home-stays. Finally, the field adheres to the idea that study abroad engenders a motivating and engaging pedagogical opportunity for students, and that done well, students return home having ‘transformed’ their perspectives.

## **Chapter 3**

### **EPP DATA, ANALYSIS, AND FINDINGS**

Chapter three recounts data collection of the Preview syllabi, presents the method of analysis for the Preview syllabi, and describes the findings from the analysis of the Preview syllabi and the Preview course evaluations.

#### **Purpose**

This program evaluation is about the instructional design of the Preview study abroad syllabi. The purpose of this analysis of the Preview syllabi documents is to describe how professors design the learning environment of their embedded study abroad courses, to connect these design characteristics to best practices in short-term study abroad, and to describe student experiences using course evaluation survey data. The objective is to suggest principles in the design of embedded study abroad in order to improve the professional practice of professors and staff who teach Previews at Arcadia University and to articulate these principles to the broader study abroad field.

## **Key Questions**

1. What design elements are found among the Preview course syllabi at Arcadia University?
2. Do the Preview design elements match principles of short-term study abroad course design standards, and/or good practices defined by the Forum on Education Abroad?
3. Do the course evaluation data indicate student satisfaction with Preview course design?

## **Key Question #1**

### **What design elements are found among the Preview course syllabi at Arcadia University?**

Question #1 sought to identify design elements found among the Preview course syllabi. These design elements include 1) the academic subject matter, 2) the learning goals and their degree of alignment with the academic subject matter, 3) the assessment requirements and procedures, and 4) the field study activities. Together, these findings provide a means by which the Preview curriculum can be described.

### **Preview Syllabi Data Set**

Between 2013 and 2015, fifty-nine Preview courses were taught in 26 locations around the world and attended by approximately 1500 students. The Preview course syllabi were gathered from the Office of International Affairs. I requested the syllabi from the Office of International Affairs records, and syllabi missing from these records were requested directly from the Preview professors. Of the fifty-nine Preview courses taught between 2013 and 2015, three syllabi could not be obtained either from the Office of International Affairs or from the professors, and thus were not included in the data set. Some professors taught the same Preview every

year between 2013 and 2015. For these repeated courses, the most recent syllabus was included in the data set, resulting in a data set of thirty-six syllabi (Appendix D).

### **Methods of Preview Syllabi Document Analysis**

The Preview syllabi are documents that professors develop to describe the course for the students. In answering Key Question #1, each Preview syllabus was analyzed by examining the text and developing codes for each of the four categories: subject matter, learning goals, assessment, and field study activities. Identifying, coding, categorizing, and developing thematic relationships between the content in the syllabi text produced codes to represent each of these four elements of the Previews.

For each category of data (subject matter, learning goals, assessment, and field study activities) a method was undertaken to develop codes for relevant strings of text (i.e., adjacent words of text) in the syllabi. The constant-comparative method (Glaser, 1965) and the grounded theory approach (Corbin 1990; Glaser & Strauss, 1967) were used to identify and develop themes within each category of the framework, to pull the data together into categories for comparison, to consider how the categories are related, and to use exemplars from the text to illustrate the theory (Bernard, 2011).

Each of the four categories has its own set of codes. In the first round of coding, no limit was placed on the number of different codes that could emerge from the syllabi, and no attempt was made to code strings of text on one syllabus to match the codes on other syllabi. The below figure illustrates the method:

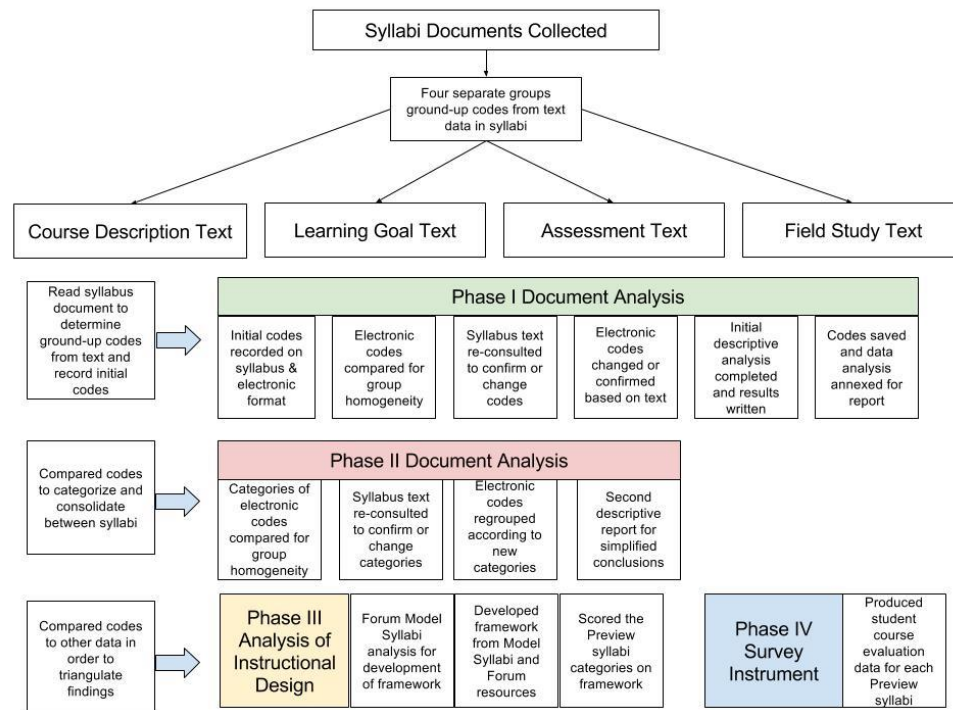


FIGURE 2. DIAGRAM OF CODING PROCEDURE FOR PREVIEW SYLLABI

These codes aggregated meaningful patterns about each of the categories, such as academic or pre-professional disciplines professors teach about in the Previews. For instance, a syllabus that contained text about history was coded for the subject matter (HIST), learning goals (LEARN HIST), a writing assessment about a topic in history (ESSAY), and a visit to a historical site during the field study (CULT/HIST SITE). A second and third coding procedure followed using electronic records to group codes together, consolidate codes, and differentiate codes. During the final procedure, an effort was made to group codes into the broadest possible categories.

For instance, several codes were grouped into the AREA STUDIES code to represent a broad range of subject matter “that relate[s] to a geographic or cultural location”.

### Findings of Preview Syllabi Document Analysis

***Subject matter.*** Course descriptions are frequently the first part of Preview syllabi and these course descriptions often introduce the subject matter and course content and summarize the course experience, requirements, and field study activities. In this analysis the course description is an important indicator, though not the only one, for the academic subject matter of the course. Three examples from this coding are shown in Table 2 and the full list is included in Appendix F.

TABLE 2. GROUND-UP CODES FROM COURSE DESCRIPTION TEXT IN SYLLABI

Course Discipline	Example of Code
Text cites history or general socio-cultural issues throughout history	"The past is never dead" William Faulkner once wrote, "it's not even past". Throughout the course, and in our stay in Paris, we will work to understand the ways that the concept of revolution is written into the city, and embedded in the consciousness and identity of Parisians.
Text cites concept of global awareness	This course takes the premise that in order to participate fully in the world, students need to understand and speak other languages, engage with other cultures, and take a global perspective on the natural world.
Text cites human rights and/or sustainable development issues with respect to location	Through that lens they [students] will examine the lives' of immigrants, migrants, and refugees, often called "clandestine" due to their illegal status (and "invisibility" in the country and examine their lives' and the often-insurmountable obstacles they must overcome in order to live sane, safe, and productive lives.

Course description text shows the subject matter that the professors designed into Previews, and as a whole, these codes represent a picture of the academic discipline(s) that Previews cover. Most Preview course descriptions have more than one code reflecting an inter-disciplinary nature to Preview subject matter. Seven Previews are largely in a single discipline; nine Previews lean toward a single discipline, but also maintain some interdisciplinary content. These Previews can be thought of as “mixed”. Sixteen Previews are very interdisciplinary; and do not fit well into one academic discipline. While Previews cover a variety of subject matter; from “human rights and/or social justice issues” to “modern religion or religious studies”, and combine different subject matter, a majority (n=43) of Preview discipline areas fall into a handful of categories. These categories are shown below in Table 6.

TABLE 3. COMMON COURSE DESCRIPTION CODES IN PREVIEW SYLLABI 2013 – 2015

Course Discipline	2013	2014	2015	Total
History of general sociocultural issues	2	3	10	15
Contemporary issues about a location	4	1	5	10
Issues and events of History	2	0	5	7
Developing Global Awareness	4	2	0	6
Foreign language topics or language learning	0	2	3	5
Total	12	8	23	43



Of the 36 courses, 30 Previews demonstrate subject matter about topics that relate to a geographic or cultural location. This area studies focus follows the traditional curriculum of study abroad in its concentration on a location and the academic, cultural, or professional knowledge that students study about the location.

Of these Previews, 15 addressed the historical development of General Sociocultural issues. This covers a broad range of content. For instance, the 2015 Preview *Exploring the Music Scene in London and Philadelphia* focused on the “historical, political, and social events, trends, and forces that have influenced the music scene” and the 2013 Preview *The City of Paris: the Medieval to the Modern* focused on “the cultural and historical significance of major monuments in the city”.

An additional 10 Previews focused on “contemporary issues or content around a place or location”. For example, the 2013 Preview *Metropolis Berlin* asks the question “how do different generations and different cultures reflect on Berlin as a home in transition?” and the 2015 Preview *Japan, the Old Heritage and Anime/Pop Culture World* says that students will “view arts over the eras, explore current music trends, view anime and see samples of some of today’s newest technology”. Previews addressing contemporary issues, however, may also represent a pointed look at specific issues, such as the 2013 Preview *Jerusalem: Major Religions*. This Preview provides a balanced educational perspective regarding the long standing differences between these two groups [Muslims and Jews] who reside in and around Jerusalem”. Other courses addressed issues focused on sports (n=1), food (n=2), advocacy (n=4),

conflict resolution (n=2), human rights and sustainable development (n=3), and economics (n=2)<sup>1</sup>.

A smaller number of courses addressed History (n=7). These courses bear similarities with General Sociocultural Previews but placed increased focus on issues or events of “historical significance” to a place or concept, and include details about the historical incident. For example, the 2015 Preview *French Revolutions!* cites the “storming of the Bastille”, the “Revolution of 1789”, and the “Paris Commune of 1871” as specific topics in the course. Others Previews related to music (n=3), classics (n=1), fine arts (n=1), political science (n=1), and religion (n=1).

A few Previews (n=5) were about “a foreign language or learning languages” during the class and the field-study. For example, the 2014 Preview *Tradition and Modernity in Spain* asks students to apply “knowledge acquired in the classroom in order to communicate and survive in a Spanish speaking country”.

Of the 36 Previews, 22 addressed global issues and global awareness. This focus dovetails with the focus in study abroad on global awareness and intercultural knowledge. Three Previews (n=3) addressed specific issues “to be compared between the location and the USA”. For example, the course description of the 2015 Preview *Education, Democracy, and Radical Politics in Chile* states that “the point of the course is to compare the process and results of the student movement in Chile with

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<sup>1</sup> Appendix G: Course Description Code Examples for the summary of these codes

possibilities for students at Arcadia to participate in civic life”. Three other Previews cite the “connection between the location and American history”. For example, the course description of the 2015 Preview *Authentic Ireland: Galway and the West Coast* states that the course is about “the interconnected relationship of Irish immigration and American history”.

Overall, two central tendencies emerged from the course description codes: 1) a focus on the study of facets of contemporary life in a place, even when the course description text represents a specific academic subject matter (n=30); and 2) comparative global learning and the intercultural context of issues that affect people and places, including understanding the United States and its people in the world (n=22). These two foci represent sixty-seven percent of the Preview syllabi text in the course descriptions. These two foci fall into the traditional areas of experiential learning during study abroad programs: area studies in international education and global awareness and intercultural knowledge. Table 4 below shows these codes aggregated into these two broad categories:

TABLE 4. COURSE DISCIPLINES IN TRADITIONAL AREAS OF STUDY ABROAD

Learning Goal	2013	2014	2015	Total
GLOBAL AWARE	10	4	8	22
AREA STUDY	9	4	17	30
Total	19	8	25	52

***Learning Goals.*** The learning goals are statements of course activities and the resulting competencies that students will implicitly, or explicitly, demonstrate through their participation in the course. As statements of developmental outcomes, Preview learning goals should incorporate and reflect the institutional and departmental missions, and define the ways students show success in the course (Buckley, 2015 Preview Learning Goals Handout). Learning goals should determine how the instructor designs procedural methods in the course, the resources that students receive, and the work that students construct. While most Previews have a learning goal section, a few syllabi have learning goals interspersed in other text sections. Three examples are below in Table 5 and the full list is included in Appendix G.

TABLE 5. GROUND-UP CODES FROM LEARNING GOAL TEXT IN PREVIEW SYLLABI

Learning Goal	Example of Code
Text cites specific historical facts and historical interpretation	Students will articulate how Paris, as a political center, a physical place, and a cultural site, has been shaped by revolutionary movements since 1789.
Text cites comparison of issue with similar issue in the United States	Identify similarities and differences between Italian and American food culture.
Text cites personal learning and reflection on class and in-country experiences	Students will compare and differentiate between knowledge gained through text-based study in Glenside and through experiential learning during Paris travel.

Most syllabi included more than one learning goal. Half of the Previews (n=18), for instance, have either three or four coded learning goals, though a portion (n=6) have no learning goals. The majority Previews (n=20) have three or more different learning goals. Fourteen of the Preview syllabi do not contain any repeated learning goals.

As with course descriptions, the Preview learning goals (n=44) focused on five categories: the development of global awareness, goals for students to meet institutional standards set forth for First-Year Students, learning about history, comparing the U.S. to other countries, and learning about contemporary general sociocultural topics. Table 8 shows the number of Previews in each category.

TABLE 6. THE NUMBER OF COURSES WITH COMMON LEARNING GOALS

Learning Goal	2013	2014	2015	Total
Developing Global Awareness	5	1	1	7
First Year Arcadia Goals	4	1	3	8
Learning Contemporary Topics	3	1	6	10
Comparing with the US	3	3	5	10
Learning History	2	0	7	9
Total	17	5	22	44

The goals that Arcadia requires for First-Year students (n=8) are statements about student development. These learning goals are evidence of professors designing Previews so that students meet these institutional standards.

Learning about contemporary sociocultural topics (n=11) frame learning about a location: how society develops, its characteristics and context, and what life is like for the people who live there. These Previews typically focus on an academic discipline in geographical location or cultural area, such as architecture, ecology, or the music of a place. The socio-cultural learning is usually framed as introductory insights into Romanian, Classical Greek, or Galway and the Aran Islands' society.

The Previews that included goals around learning history (n=9) focus on the history of a place, or an event, such as anti-apartheid in South Africa in the 2015 Preview *Identity, Politics, and Music in Cape Town, South Africa* or the Greek-Turkish conflict in Cyprus in the 2015 Preview *Divided Cities, Divided Islands*.

The Previews ask students to learn about general issues in contemporary society and culture at the host location and about specific historical events. These are learning goals in the traditional area studies curriculum of study abroad. As with course descriptions, other learning goals connect to music (n=4), sports (n=1), religion (n=1), food (n=1), the arts (n=1), architecture (n=2), and classics (n=1) as they pertain to a location, though they occur very few times, maybe only in one Preview.

Goals around developing global awareness and intercultural knowledge (n=7) are summarized as “students developing global or international cultural awareness”. For instance, the 2015 Preview *History, Culture and Cuisine* asks students to “come to

a deeper, more sophisticated understanding of cross-cultural communication” and the 2013 Preview *The Goodwill Ambassadors* requires students to “articulate an understanding of the integral relationships among the peoples of the world”.

Goals on comparative topics between overseas locations and the U.S. (n=10) typically focus on topics such as food in Italy, soccer in Brazil, or music in London. Students compare these topics to parallel topics in the U.S. As such, they may involve similar developmental outcomes as courses that try to foster the development of global awareness. For example, the 2014 Preview *Spain: Tradition and Modernity* includes the goal that students will “compare and contrast food, habits, behaviors and traditions of Spain and their own society” leading students to engage with activities, discussion, or reflection whereby students “develop global or cultural awareness”. Another example is the 2014 Preview *Nature Bilingualism and Education at Home and in the Cloud Forest* that similarly asks students to “compare and contrast languages, environments, and educational approaches in Philadelphia and a Cloud Forest in Costa Rica”.

Other Previews align to the general thrust of asking students to learn global awareness. For example, Previews have students “cite travel experiences to broaden one’s worldview” (n=4), Previews require students to reflect on “personal learning [from] class and in-country experiences” (n=4), and how to “work to carry out dialogue across differences between peoples” (n=1).

Overall, the Preview learning goals are primarily focused on the two same areas in study abroad as the course description codes: 1) a focus on the study of

contemporary sociocultural topics about a geographic or cultural location (n=26); and  
 2) comparative global learning and the intercultural context of issues that affect people and places, including understanding the United States and its people in the world (n=26). Table 6 shows these two broad categories:

TABLE 7. LEARNING GOALS IN TRADITIONAL AREAS OF STUDY ABROAD

Learning Goal	2013	2014	2015	Total
GLOBAL AWARE	11	5	10	26
AREA STUDY	8	3	15	26
Total	19	8	25	52

**Assessment.** Professors use assessment to judge student learning and to render student work into grades about whether students meet course expectations.

Assessment can be both what the instructor designs into a syllabus and what students do during class lessons for both formative and summative learning. For this evaluation, data collection and analysis only looked at assessment content in the syllabi. Almost all syllabi are constructed with a specific assessment section, but a few syllabi have assessment interspersed in other text sections such as in weekly course calendars. Three examples from this coding are below in Table 7 and the full list is included in Appendix H.



TABLE 8. GROUND-UP CODES FROM ASSESSMENT TEXT IN PREVIEW SYLLABI

Assessment	Example of Code
Text cites activity to research and prepare and explain an itinerary for a location or time period during the in-country trip	You will be assigned to a group to research and present on a certain neighborhood of Rome. This 10 minute presentation will be a brief introduction to the location, history, and economic significance. These are neighborhoods we will encounter during our travels to Rome so include information you think would be helpful for your fellow classmates
Text cites deliverable that focuses on learning the foreign language associated with the location of the trip	Students will receive three Portuguese language quizzes throughout the term based on class instruction, textbook chapters, and learning activities.
Text cites in depth pre-trip research presentation or a written literature review into a chosen issue or topic related to class	The primary purpose of a literature review is to provide your audience with an overview of what the experts are saying about the issue under investigation. Your review will update your audience on the recent research in the field. You will include at least 5 sources.

Assessment codes describe the procedural methods that professors design to measure student learning, rather than the subject matter of the work that students produce or learn about during the Preview. All the Preview syllabi contain multiple types of assessment. Thirteen Preview courses have two repeated assessment activities, whereas one Preview course has three repeated assessments (Appendix J & Appendix K). For example, in the 2015 Preview *Darkness and Light: From Spells to*

*Hymns – State Religion, Practices and Magic, and Superstition in Ancient Greece* the only kind of assignment students have is to write a “short essay writing on a specified academic topic related to the class during the pre-trip period”. The instructor requires students to submit four of these short essays over the duration of the course.

Among all Preview syllabi, four primary methods of assessment are utilized: Global Exposition/Presentation, Participation, Reflective Journals, and Essays, representing sixty-one percent (n=95) of all the assessment codes. Table 8 shows the occurrence of these assessments per year and the average grade percentage per assessment in the category:

TABLE 9. COMMON ASSESSMENT TYPES IN PREVIEW SYLLABI 2013 – 2015

Assessment Type	2013	2014	2015	Total	Grade %
Global Expo	11	4	19	34	27%
Class Participation	7	4	19	30	23%
Journal Assignment	4	3	10	17	25%
Essay Assignment	5	0	9	14	16%

The Global Expo is a public poster/presentation fair for which students prepare a summative deliverable about the overall experience of their Preview. Of the 36 Previews, all but two included an assessed deliverable for the Global Expo. Professors require students to produce different types of deliverables for this event. Most Global

Expo assessment requirements are “without detail or with options for formatting” (n=18) for the deliverable. A Global Expo assignment typically includes a presentation, a research paper, the development of the presentation using multiple media for showing on a computer, or a poster for displaying at the event.

The essay assessment type (n=14) describes text that “cites short essay writing on a specified academic topic related to the class during the pre-trip period”. These essay requirements account for 11 of the 13 repeated assessment items, meaning professors often design more than one essay assignment into their Preview.

Reflective journals were also a popular assessment method. There are two types of journals: class journals (n=9) and trip journals (n=8). Some professors assign the journal only during the field study program. For example, the 2013 Preview *The Eternal City* asks that a “journal to be written while in Rome”. Other professors assign a journal for students to write throughout the semester. For example, the 2015 Preview *Identity, Politics, and Class in Cape Town* asks students to:

respond to a series of prompts both prior to departure and during the trip. The reflective journal questions are designed to encourage students to think about a variety of questions: what their expectations are, who they are, how their identity and social position influence their everyday social experience both in the United States and South Africa, how our experience is mediated by our expectations and encounters with various people in South Africa.

The syllabi vary in how much detail is given about the journal requirement as well as grading. The literature on study abroad emphasizes that students need spaces for reflection during study abroad (Savicki & Cooley, 2015). The Preview data show

that many professors design journal writing for students to document their experiences and reflections (Appendix L and Appendix M).

The participation code (n=30) is the most common type of assessment. These data describe procedural instructions and class rules. The 2015 Preview *Experience the Music and Culture of Austria* associates the participation grade to class attendance:

medical absences must be documented, participation/discussion. No absences are allowed, only one for emergency that must be documented. Absences without authorization will make you ineligible for the trip to Austria. Letter grade deduction after one absence

Other Previews offer detail about how the professor asks students to participate as active learners during the class in order to achieve the participation grade. For example, the professor of the 2015 Preview *Changing Urban Landscapes* states:

students come to class prepared and ready to contribute in a thoughtful, constructive way. After reading the assigned texts, students will be expected to share topics that stand out for them or raise additional questions. Current news items will added to reading assignments and discussed when relevant.

The details about how professors decide on grades for participation in-class and during the field study are not included in the data.

***Field Study Activities.*** The distinguishing element of a Preview is that it includes a seven to nine-day field study program to an international location over the week of spring break. The field study is the central feature of embedded study abroad course design and the design of course content, learning goals, and assessments. The field study itineraries of the Previews were collected along with the syllabi. Three

examples of these codes are the below in Table 9, and the full list of the codes is included in Appendix I.

TABLE 10. GROUND-UP CODES FROM FIELD STUDY ITINERARIES ON SYLLABI

Field Study Code	Example of Code
Text cites dialogue with in-country people/actors	Meet with residents of Kfar Etzion Settlement
Text cities visit to local open air market	Visit local daily market
Text cites activity to prepare for field study	Philadelphia Orchestra at Kimmel Center

All Preview syllabi describe plans for field study activities at the international location. However, the richness of the data in the Field Study itinerary text is disappointing. The data describe a location that students visit, or an activity at the location, but the data lack explanation as to what students, the professor, guest lecturers, or guides will do during the activity. The text describes little about the subject matter, learning goals, or assessment requirements related to the activity. For example, the itineraries of both Previews that go to Paris state that the class group will visit the Louvre Museum, but they do not describe any details about activity. This limitation complicates aligning the design of the field study to other data in the syllabi.

The Field Study codes represent data based on the location or the activity. From this analysis it is evident that Preview syllabi include four main location

activities: Tours, Museums, Class Lectures, and Extra-time. These four types of activities make up fifty-three percent (n=220) out of 414 total activities in the field study itineraries, including repeated activities (Appendix I). These codes are shown below in Table 11:

TABLE 11. COMMON FIELD STUDY CODES IN PREVIEW SYLLABI 2013-2015

	2013	2014	2015	Total
Tours	26	7	38	71
Museums	18	7	38	63
Extra-Time	19	6	21	46
Class Lectures	17	2	21	40
Total	80	22	118	220

As with the course descriptions, learning goals, and assessment activities, these field study codes show that the design of field study plans share a few characteristics.

The tours (n=71) represent an activity whose main purpose seems to be to tour a site of significance. These are often called a “walking tour” of a location or an area. For example, the 2015 Preview *Wearing of the Green: Ireland and the Irish Today* includes a “historic walking tour of Dublin” as one of the five touring activities.

Visits to museums (n=63) include any visit to a museum building or an open-air museum. For example, the 2015 Preview *Culture as a Lens – South Korea* visits the National Museum of Modern and Contemporary Art and two other museums.

The class lectures (n=40) are about a specific lecture topic or when a specific guest lecturer is mentioned in the text. The lectures often occur with a visit to a

location or tour-site. For example, the 2015 Preview *State Religion, Practices of Magic and Superstition* has “class at the cave of Pan, Pentelikon Mountain.” Students in the 2015 Preview *British Popular Culture: Past and Present* take a class at the “Arcadia Centre in London”.

Finally, the extra time (n=46) is unstructured time for students to be by themselves or in small groups. Extra time allows students to rest and relax, or to visit locations that are of personal interest. Some Previews include full day of extra time, for example the 2015 Preview *Education, Democracy, and Radical Politics in Chile*.

The Previews include a variety of other activities for students during the field-study. For example, three Previews include activities for students to attend a professional sporting event and seven include “dialogue with in-country people/actors”. These Preview students meet local students or local groups of people. This activity is viewed as a good practice in short-term study abroad (Forum, 2009).

Previews had an average of eleven total activities and an average of six types of activities during the field study (Appendix N). Some of these include “service learning work” (n=3), sites to “learn about the political context in-country” (n=1), do a “language learning” activity (n=1), “use of social media in-country for class requirements” (n=1), do “historical field work” at an archeological site (n=1), and visit “scientific institution or site” (n=1).

## **Key Question #2**

### **How do the Preview design elements compare with principles of embedded study abroad course design?**

Question #2 sought to describe best practices and principles of embedded study abroad instructional design. Findings from the Preview syllabi describe 1) the academic subject matter, 2) the learning goals and their degree of alignment with the academic subject matter, 3) the assessment requirements and procedures, and 4) the field study activities. Data from other embedded study abroad syllabi were used for comparison with the findings from the Preview curriculum.

### **Embedded Study Abroad Data Set**

The data set are six courses from the Forum on Education Abroad online membership website. These six courses are located on the Forum's Education Abroad Curriculum Toolbox<sup>2</sup>. These courses had won the Forum on Education Abroad Award

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<sup>2</sup> The curriculum toolbox is available on a subscription basis. The model syllabi are submissions or winners of Forum's Award for Excellence in Education Abroad Curriculum Design at <https://forumea.org/resources/curriculum/curriculum-resources/curriculum-toolbox>



for Excellence in Education Abroad Curriculum Design and, therefore, are recognized standards by which to judge embedded study abroad instructional design. The syllabi are for undergraduate embedded study abroad courses, but they differ from the Previews in some aspects. For instance, the courses are not exclusive to First Year Students, the field study is longer than the Preview's field study, and the courses carry three credits.

### **Methods of Developing Framework for Embedded Study Abroad**

I used the syllabi from the Forum on Education Abroad Award for Excellence in Education Abroad Curriculum Design to develop a framework of design principles for embedded study abroad courses. The purpose of this framework is to have a systematic method for comparing elements of Preview syllabi to best practices and principles of embedded study abroad instructional design.

The Forum on Education Abroad (2009; 2015) describes good practice standards for short-term study abroad course descriptions, learning goals, assessment, and field study periods. While relevant to the Previews, the Forum's good practice standards are not specific to the embedded model study abroad. For this reason, I analyzed the content of six of these syllabi in order to identify characteristics of good practice in embedded study abroad course design (Appendix C). I used the same constant-comparative method (Glaser, 1965) to code these six syllabi and identify the characteristics of these six syllabi in order to develop a framework of principles for

course design of embedded study abroad. Finally, I expanded the framework into a rubric for scoring the design of the Preview syllabi and I developed the criteria of this rubric from data in the Preview syllabi that characterize the coded syllabi elements.

### **Findings of Embedded Study Abroad Syllabi Design**

The Preview syllabi elements outline the design of the course environment and show the intention of the professor to provide a study abroad learning experience.

The analysis of the six Forum syllabi sought this same purpose. The findings describe these syllabi using the same organizational scheme as in the Previews: course descriptions, learning goals, assessment, and field study activities. Appendix C contains the details of the analysis done on the courses shown in the Table 12:

**TABLE 12. MODEL EMBEDDED SHORT-TERM COURSE SYLLABI**

<b>Level</b>	<b>Country</b>	<b>Course Title</b>	<b>Credits</b>	<b>Field Study</b>
AEE 499a / AEC 6905	Korea	Agricultural education study abroad experience	3.5	3-4 weeks
EDU 305 / GLS 402	Benin	Permaculture and Global Education	3	3-4 weeks
HSTY / POSC 230	Ireland	History of Ireland	3	2-weeks
N/A	Panama	Panama Avian Field Ecology	3	2-weeks
ArtDes 311/391	Tanzania	Art Design Eco-Explorers	3	3-4 weeks
PS 280	Italy	American Foreign Policy	1	½ semester

***Subject matter.*** The academic subject matter of the syllabi is widely different, from agriculture education for pre-service teachers to the history of Ireland. While the design of the subject matter varies, all the syllabi leave the overall impression of specific subject matter about a professional or academic topic. Importantly, the subject matter seems to align to the field study. For example, the course *Agricultural Education Study Abroad Experience* describes the academic purpose of the course to prepare “globally minded agricultural education teachers” and it lists the “characteristics” of globally minded teachers. The purpose of global learning through the field study to Korea is relevant to what the professor intends students to achieve in the course.

***Learning goals.*** Learning goals in *Panama Avian Field Ecology* are statements about specific and technical knowledge on avian ecology, procedural goals connected to what students will do in service learning activities over the field study, and skills that students require for their future learning in the field of ecology. The procedural goals for the study abroad course suggest that students will experience behavioral changes and changes in their value orientations. The professor intends students to achieve these outcomes through experiential learning during the field study. The learning goals for *Panama Avian Field Ecology* are listed below:

- Ecology and conversation of birds in mangrove ecosystems and tropical rainforests
- Experience with avian, vegetation, and invertebrate field sampling techniques

- Data organization, manipulation, analysis and interpretation
- Outreach with local schools and conservation organizations

**Assessment.** Students need guidance and structure to reflect on the study abroad learning experience, especially when intercultural learning goals are part of the academic or professional subject matter (Vande Berg et al., 2009). In the course *History of Ireland* the professor designs a journal assignment for this purpose (page 2, paragraph 1):

while traveling through Ireland, each student will keep a journal that will record on-site lectures and discussions by the professors as well as local guides and experts, and conversations and impressions that each student will experience. This journal should be referenced daily during the trip. It will be critical in formulating the final paper

This journal requirement provides context about how it scaffolds learning toward a second assessment task, the final paper. The professor designs the field study to integrate with the overall class subject matter and learning goals. The journal is reflective writing, what Savicki and Price (2015) argue is crucial for students to “develop nuanced and advantageous interpretations of their experiences” (p.587). Each assessment task in these six syllabi are included in Appendix C.

**Field study.** The guiding principle of embedded study abroad is that the course elements: subject matter, learning goals, and assessment need to align with the field study (Morais et al., 2009). In other words, what is taught, how it is taught, and how it is assessed are integrated into what the students do during the field study. The design

of the field study in all of the syllabi are relevant to the subject matter, aligned to the learning outcomes and the professor's assessment strategy, and suggest that the course is a motivational experiential learning environment. The field study plans do not convey the perception of tourism or suggest that students have learn activities without support of the group or the facilitation of the professor.

The content analysis of these six syllabi is found in Appendix C. Table 12 provides a framework of design principles developed from the embedded study abroad syllabi and Forum on Education Abroad Standards of Good Practice (2009; 2015):

TABLE 13. FRAMEWORK OF DESIGN PRINCIPLES FOR EMBEDDED STUDY ABROAD

Syllabi Element	Design Principle
Subject Matter	Specific, relevant, and aligned to design of field study
Learning Goals	Clear, observable, objectives that are realistic to experiential learning activities
Assessment	Procedures aligned to prepare students for experiential learning and procedures to reflect on the experience
Field Study	Aligned and motivational to other course elements, designed for dialogue with locals and reflection on the experience

### **Criteria of embedded study abroad syllabi design**

The below rubric is developed for the purpose of comparing these principles to findings about the Preview syllabi. The rubric has three descriptive criteria per each of the design principles in the framework. In the development of the rubric I relied on

background literature, for instance, the Forum Standards (2009; 2015), the Forum Curriculum Toolbox (2017), and the Embedded Education Abroad Faculty Toolkit (Morais, et al., 2009). The recommendations from the Arcadia Preview Task Force Report (Dutschke & Haffar, 2010) are also relevant as were case studies on embedded study abroad (Donnelly-Smith, 2009; Duke, 2000; VeLure Roholt & Fisher, 2013; Womble et al., 2014). The descriptors of the Capstone, Milestone, and Benchmark criteria are from the ground-up coding of the Preview syllabi data. These criteria are numbered in order to score the spectrum of Preview instructional design data. Table 14 shows the rubric categories, the three criteria descriptors, and the design scores:

TABLE 14. RUBRIC FOR DESIGN CRITERIA IN PREVIEW SYLLABI

	Capstone = 3	Milestone = 2	Benchmark = 1
Subject Matter (SM)	Specific academic content is relevant to field study	Some academic content evident and relevant to field study	Academic content largely not relevant to field study
Learning Goals (LG)	Observable objectives aligned to other syllabi elements	Observable objectives partially align to other syllabi elements	Unclear objectives and/or do not align to other syllabi elements
Assessment Tasks (AT)	Procedures to prepare for field study and to reflect on experiential learning	Some procedures to prepare for field study and to reflect on experiential learning	Unclear how procedures prepare for field study and/or to reflect on experiential learning
Field Study (FS)	Site visits align to subject matter; Design for dialogue with locals; design for students to reflect on experience;	Some site visits align to subject matter; Some structure for dialogue with locals; Some intention for students to reflect on experience;	Site visits do not align to subject matter; little/no structure for dialogue with locals; little/no intent for students to reflect on experience

I used this rubric to score the design of each Preview syllabi. These scores suggest how well the Preview syllabi align with the principles of good practice in the instructional design of embedded study abroad courses. A total score of 12 (average of 3) indicates the highest Capstone score on each of the four categories of the syllabi and a total score of 4 (average of 1) the lowest Benchmark score.

### **Design Score Examples from Syllabi Data**

***Subject matter.*** The Capstone score is for Preview syllabi that include “specific academic content [that is] is relevant to field study”. For example, the 2015 Preview *Service Learning in the Dominican Republic* describes the subject matter of the course in terms of what the students will do during the field study. While the subject matter is “history or general socio-cultural issues throughout history”, the professor describes this content by referring to the service-learning project:

The course will prepare students for community surveying, organic farming, and aquaponics projects. We will explore the historical and cultural context of the Dominican Republic and engage in service projects in Monte Plata, DR to contribute to the development of a sustainable school.

On the other hand, the 2015 Preview *Wearing of the Green; Ireland and the Irish Today* received the Midpoint score. The course description is about “contemporary issues or content about a place or location”. Many Previews focus on

this general content. This text describes subject matter that could be relevant to almost any field study experience in Ireland, but it is not specific:

Focusing on history, literature, cultural studies and music this course will offer reflective insight into Irishness, what it means to be Irish, the continuing tensions in Northern Ireland, Irelands place in the world today, and why 80 million people around the world look to this island as their ancestral home

***Learning goals.*** The Capstone score requires “observable objectives aligned to other syllabi elements”. The learning goals for most Previews clearly align to other elements of the syllabi. It is uncommon that a Preview learning goal has “unclear objectives” that “do not align” with the course subject matter, assessment, or field study. One of the few examples is the 2015 Preview *The Sea is Not My Home: Immigration, Migration, and Social Justice in the Sicilian Context*. It has one learning goal that refers to other information in the syllabus:

Look back over the readings for the semester, and highlight 3 key moments in your learning experiences this semester. The objective is to integrate your experiences and be able to reflect upon them

This learning goal suggests alignment with the design of the subject matter, assessment, and field study of the Preview, but it should be more explicit. On the other hand, the learning goals in the 2013 Preview *Food of Tuscan Farmers* are clear about the subject matter and field study activities. In this Preview, the learning goals 2 to 6 are about “topics in food and cuisine”. They begin with action verbs: *identify*, *question/analyze*, *challenge*, and *gain* that suggest observable learning outcomes:



1. Increase awareness and appreciation of food from global, local, and personal perspectives
2. Identify similarities and differences between Italian and American food culture
3. Question and analyze the impact of food, taste, and pleasure on human well-being
4. Challenge one's own palate and relationship with food
5. Gain insight about the story behind ingredients in what we eat
6. Generate interest in the importance of cooking and food preparation

In contrast, the learning goals for the 2015 Preview *Darkness and Light, From Spells to Hymns* do not specify an achievement that students can easily make demonstrable. The text makes it hard to understand the outcomes that the professor wants students to demonstrate:

- Be familiar with the phenomenon of the religious genesis in the Classical World, from 5<sup>th</sup> to 4<sup>th</sup> centuries
- Understand the historical relation which connects the ancient world with the modern world
- Be competent at interpreting the archeological, historical, and folkloric data in order to detect the present through the past

**Assessment.** The Capstone score describes Preview syllabi that include “procedures to prepare for [the] field study and to reflect on experiential learning”. Assessment criteria judge procedures on how appropriate they are to the design of embedded study abroad. For example, the 2013 Preview *Nature, Bilingualism, and Education at Home and in the Cloud Forest* requires students to:

- Write a weekly reflection on course reading assignments
- Engage in the group experiential learning activity of making several visits to a bilingual school in the local community before the field study
- Keep a rigorous journal for 10 weeks during the semester
- Produce a Global Expo assignment to meaningfully connect the work and experiences over the course of the Preview

These assessment tasks are appropriate to prepare students for the field study so that students reflect on the experience during and after the field study. These are examples of good practice in assessment in an embedded study abroad course. On the other hand, the description of the assessment text in the 2013 Preview *Jerusalem: Major Religions* lacks clear information about how students prepare for the field study or reflect on the field study during or after it. The assessment text is less specific or detailed. The other aspects of this Preview scored highly on the rubric categories, but the assessments only met the Benchmark score:

- A brief written assignment in-class about the student's particular reason and interest in visiting Jerusalem and the expectations for that weeklong experience
- List to "No More Taking Sides" Click Radio podcast. Write a 2-3 page response paper on your reaction to the podcast (e.g. what caught your attention? What caused you to think differently about the situation? Are there places you disagreed?)

**Field Study.** The Capstone score describe field study activities that "align to subject matter" and are designed for "dialogue with locals" so that students "reflect on the experiences". For example, the professor of the 2015 Preview *The Sea is Not My*

*Home: Immigration, Migration, and Social Justice* designed field study activities including: facilitated group meetings with African migrants at refugee centers in Sicily, lectures with experts in-class, and guided visits to local sites like museums, historical areas, and archeological parks. The professor also designed free time and a few tourist-like activities such as a pasta making class and a visit to Mount Etna.

The 2015 Preview *The Wild, Wild East: From Silk Road to Superinformation Highway* includes three activities designed specifically for dialogue with locals: a visit to a university, a visit to a high school, and a visit an American International school. The other field study activities are tours of museums and city districts. It is not clear how these activities align with the course subject matter and there is no evidence of the professor designing activities for reflective learning such as a journal. Only the 2014 Preview *Tradition and Modernity in Spain* received a Benchmark. In this course the field study activities indicate too much sightseeing and tourism.

A limitation to this scoring is that some syllabi do not have enough data in order to find a score using this rubric, and therefore I indicate an empty score with ND (no data) to represent these sections of the syllabi<sup>3</sup>. In the case that two or more categories have a ND score, the syllabus is considered incomplete. The Design Score column indicates the average of the four scores (or three scores if one ND is present).

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<sup>3</sup> Some syllabi do not include enough data for scores. This itself could be interpreted as a fault in design. However, some of the Forum on Education Abroad model syllabi also lack data in one of these categories.

TABLE 15. DESIGN SCORES OF PREVIEWS ON EMBEDDED STUDY ABROAD CRITERIA

<b>Preview Title</b>	<b>SM</b>	<b>LG</b>	<b>AT</b>	<b>FS</b>	<b>Design Score</b>
Food of Tuscan Farmers	3	3	2	3	2.75
Goal! Socio-cultural Significance of Football in Brazil	3	3	3	3	3
Archeology and the Culture of Storytelling	3	3	2	3	2.75
The City of Paris: The Medieval to the Modern Metropolis	1	2	3	3	2.25
Between Calpyso and Carnival	2	ND	1	3	2
Jerusalem: Major Religions	3	3	1	3	2.5
The Eternal City	3	3	3	2	2.75
The Wild, Wild East:	3	1	2	2	2
Service Learning in Mexico	ND	2	3	2	2.33
Metropole Berlin	2	ND	3	3	2.67
Fiction and Film in Edinburgh	ND	ND	1	ND	ND
The Goodwill Ambassadors	2	3	3	3	2.75
The Mediterranean at the Crossroads	3	3	3	3	3
Cultural Crossover and Change	3	1	3	2	2.25
Tradition and Modernity in Spain	1	2	3	1	1.75
Nature, Bilingualism, & Education	2	3	3	2	2.5
British Popular Culture: Past and Present	1	2	3	3	2.25
Identity, Politics, and Music in Cape Town	3	2	3	3	2.75
State Religion, Practices of Magic and Superstition	ND	1	ND	3	ND
This Sea is not my Home:	3	1	3	3	2.5
Wearing of the Green: Ireland and the Irish Today	1	2	2	3	2
Water, Water Everywhere	3	3	3	3	3
Changing Urban Landscapes	1	2	3	3	2.25
Exploring the Urban Music Scene	3	3	3	3	3
Divided Cities, Divided Island	2	3	3	ND	2.67
Sustainable Development and Indigenous Rights	3	1	2	2	2
Experience the Music and Culture of Austria	1	2	3	3	2.25
Japan, the Old Heritage and Anime/Pop Culture World	1	ND	3	ND	ND
French Revolutions!	3	3	2	ND	2.67
Education, Democracy, and Radical Politics	3	2	3	2	2.5
Service Learning in Dominican Republic	3	ND	3	ND	ND
Culture as a Lens: South Korea	3	ND	3	3	3
Authentic Ireland: Galway and the West Coast	2	3	1	2	2
History, Culture, and Cuisine	3	1	3	ND	2.33
Cuba: Myths and Realities	3	1	2	3	2.25
The Economics of Rome: Past and Present	3	3	3	3	3

Of the 36 Preview syllabi, these scores show that only one Preview syllabus falls into the Benchmark level of below 2.00, most are somewhere in between Milestone and Capstone levels of 2.00 and 3.00, and six syllabi meet the Capstone level of 3.00. Overall, these scores indicate that most of the Preview syllabi have elements that are suggested for good design of embedded study abroad.

### **Key Question # 3**

#### **Do the course evaluation data show student satisfaction with Preview course design?**

Question #3 sought to describe aspects of what students report about the experience of taking a Preview. Findings from the Preview syllabi describe 1) the academic subject matter, 2) the learning goals and their degree of alignment with the academic subject matter, 3) the assessment requirements and procedures, and 4) the field study activities. The Preview syllabi and the six syllabi from the Forum on Education Abroad Curriculum Toolbox suggest a set of practices and principles about the design of embedded study abroad. The findings from the Preview course evaluations were used to triangulate conclusions between these data and suggest whether characteristics of instructional design result in reports of student satisfaction.

#### **Course Evaluation Data Set**

The Preview assessment survey instrument is distributed to students directly after their return from the field study over spring break. The staff in the Office of International Affairs at Arcadia University developed the questionnaire to “provide a means to assess and evaluate the quality of the programming that includes a short-term travel component” (Preview survey instrument, 2015, p.1). The Office of International Affairs staff designed the instrument to be “based on Standards of Good

Practice for Short-Term Education Abroad programs from the Forum on Education Abroad, 2009” (Preview Survey Instrument, 2015, p.1). The instrument contains thirty-five identical questions between the 2013 and 2014 versions, and twenty-nine questions in 2015. Some questions were changed in the 2015 version. For this analysis I chose identical, or near-identical, questions between the 2013 and 2015 versions of the Preview assessment instrument. I requested the raw data of student responses from the Office of International Affairs for the years 2013, 2014, and 2015 and I had access to these data from the online system Survey Monkey. The 2015 Preview assessment instrument is included in Appendix E.

### **Course Evaluation Data Analysis Methods**

The questionnaire includes items that ask student to respond about their Preview in comparison to their other Arcadia University courses. The purpose of the course evaluation for Arcadia University is to “provide a means to assess and evaluate the quality of programming that includes a short-term travel component” (p.1). The Office of International Affairs uses responses to questions about course outcomes and student satisfaction ([Figure 1](#)) to make administrative decisions about a Preview.

I began analysis of the questionnaire data after I coded and analyzed the syllabi and developed the embedded study abroad instructional design rubric. A purpose of including course evaluation data was to triangulate the coding and the design scores with another data source. Several of the questionnaire items also relate to the

instructional design findings from the Preview syllabi data, though responses to these questions also have relationships with teaching, class management, class social dynamics, and many other variables not investigated in this work.

I compared the three surveys used in 2013, 2014, and 2015 and chose questions that are the same, or very similar, between each year. Among these questions, I looked for one question for each category of codes from the Preview syllabi: subject matter, learning goals, assessment and field study. I chose the question that best represented the category, listed below:

- Subject Matter (Question #3) - To what degree did this course have a clear defined academic purpose?
- Learning Goal (Question #7) - How valuable do you feel this Preview experience was to your academic growth?<sup>4</sup>
- Assessment (Question #4) - To what degree do you feel the course requirements were appropriate for a 2-credit Preview course?<sup>5</sup>
- Field Study (Question #6/#8) - To what degree did the travel portion of the program positively impact your understanding of the course?<sup>6</sup>

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<sup>4</sup> For 2013 & 2014 Previews, this question is #9 and includes a seven-point Likert scale with the “not applicable” response representing a score of 0.

<sup>5</sup> For 2013 & 2014 Previews, the question #4 text is slightly different for the 2013 & 2014 Previews: “To what degree do you feel that academic course requirements were appropriate to the course”

<sup>6</sup> For 2013 & 2014 Previews, this question is #8. The question is slightly different between versions, substituting the term “off-campus portion” for the above “travel portion” text.



The questions #3, #4, #7 and #12 are Likert questions on a six-point scale asking students to compare the Preview to other courses. For the purpose of this analysis, an interval is assigned to the ordinal variables on the scale:

- Much more than most courses (6)
- More than most courses (5)
- About the same as others (4)
- Less than most courses (3)
- Much less than most courses (2)
- Not at all (1)

The question #6/#8 about how the field study “positively impacts” the student’s understanding of the course has a four-point Likert scale between 1 to 4:

- Highly (4)
- Moderately (3)
- Minimally (2)
- Not at All (1)

The question #12 asks students to respond with a value rating for the Preview experience. I interpreted this item to show overall satisfaction that students report with the Preview relative to their feelings of personal growth.

Overall Satisfaction (Question #12) - How valuable do you feel this experience was to your personal growth?<sup>7</sup>

This item seems to be the most appropriate measure for overall student satisfaction considering the many variables that factor into a construct as broad as satisfaction with a course, including the academics, logistics, leadership, and more.

### **Findings from Preview Course Evaluation Responses**

Table 16 shows the average score for each question based on the intervals for the Likert scales. For questions #3, #4, #6, and #12 a score of 6 would represent the highest possible score, meaning that every response was “much more than most courses”. A score of 1 would be the lowest possible score, meaning every response was “not at all”. For question #6/#8, a score of 4 is the highest and 1 the lowest. The first column shows the number of responses per Preview questionnaire<sup>8</sup>, the following five columns show the mean response for each questionnaire item on its interval scale, and the right-most column shows the sum of the means for an overall score to summarize the responses across the five items.

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<sup>7</sup> For 2013 & 2014 Previews, this question is #25.

<sup>8</sup> I have not collected course registration numbers from institutional research. Overall, most Previews have an enrollment of around 25 students per class.

TABLE 16. MEAN RESULTS FROM STUDENT QUESTIONNAIRE PER PREVIEW

Course Title	#	Q3	Q4	Q6/ Q8 <sup>9</sup>	Q7/Q9	Q12/ Q25	Sum of Means
Food of Tuscan Farmers	11	3.00	4.00	3.30	5.00	5.45	20.75
Goal! Socio-cultural Significance of Football in Brazil	15	2.67	2.53	1.6	2.40	3.60	12.8
Archeology and the Culture of Storytelling	9	4.00	4.56	3.89	5.56	5.75	23.76
The City of Paris: The Medieval to the Modern	12	4.66	4.25	3.75	5.33	5.58	23.57
Between Calpyso & Carnival:	23	3.91	4.04	3.59	5.25	5.25	22.04
Jerusalem: Major Religions	6	4.83	5.17	3.83	5.83	6.00	25.66
The Eternal City	6	4.50	4.00	3.67	5.00	5.00	22.17
The Wild Wild East:	9	3.44	3.78	3.63	5.33	4.75	20.93
Service Learning in Mexico	2	4.00	4.00	4.00	6.00	6.00	24
Metropole Berlin	12	3.92	3.75	3.58	5.33	5.60	22.18
Fiction and Film in Edinburgh	6	4.83	4.83	3.50	5.50	5.20	23.86
The Goodwill Ambassadors	14	5.14	5.21	3.50	5.57	5.71	25.13
The Mediterranean at the Crossroads <sup>10</sup>	NA	NA	NA	NA	NA	NA	NA
Cultural Crossover and Change	13	3.54	3.92	2.61	3.67	3.85	17.59
Tradition and Modernity in Spain	10	5.10	4.90	3.50	5.30	5.67	24.47
Nature, Bilingualism, Education	10	4.00	4.50	3.40	5.50	5.86	23.26
British Popular Culture: Past and Present	9	4.33	3.78	3.56	5.33	5.17	22.17
Identity, Politics, and Music in Cape Town	7	5.00	4.71	4.00	5.57	5.57	24.85
State Religion, Practices of Magic and Superstition	14	4.93	4.28	3.71	5.21	5.50	23.63
The Sea is not my Home	10	4.90	4.40	3.70	5.60	5.90	24.5
Wearing of the Green: Ireland and the Irish Today	13	4.69	4.92	3.93	5.46	5.86	24.86
Water, Water Everywhere	12	3.92	4.50	3.75	5.33	5.75	23.25
Changing Urban Landscapes	9	4.00	4.67	3.44	4.89	4.89	21.89
Exploring the Urban Music Scene in London and	6	4.50	4.50	4.00	5.17	5.67	23.84
Divided Cities, Divided Island	7	5.00	4.86	4.00	5.71	5.83	25.4
Sustainable Development and Indigenous Rights	7	4.07	4.29	3.14	5.00	5.17	21.67
Experience the Music and Culture of Austria	6	4.33	4.50	4.00	5.50	6.00	24.33
Japan, the Old Heritage and Anime/Pop Culture World	10	4.20	4.80	3.90	5.30	5.63	23.83
French Revolutions!	13	5.00	4.08	3.62	5.23	5.17	23.1
Education, Democracy, and Radical Politics	9	4.56	4.11	3.89	5.56	5.44	23.56
Service Learning in Dominican Republic	3	4.33	4.33	3.67	5.67	5.67	23.67
Culture as a Lens: South Korea	10	5.2	4.80	3.40	5.2	5.5	24.1
Authentic Ireland: Galway and the West Coast	11	4.82	4.36	3.91	5.64	5.73	24.46
History, Culture, and Cuisine	18	4.5	5.01	3.94	5.33	5.59	24.37
Cuba: Myths and Realities	11	5.09	4.45	3.91	5.64	5.82	24.91
The Economics of Rome: Past and Present	19	4.57	4.53	2.63	4.42	5.01	21.16

<sup>9</sup> Question #6 (2015) / #8 (2013-2014) have a 4-point Likert Scale<sup>10</sup> Preview Assessment data not available

Overall, students evaluate their Previews highly. On the six-point Likert scale, almost all scores are above the 4-interval response of “about the same as other courses” for the Previews. This is true across all five items on the questionnaire. Only a handful of courses fall below this 4-interval score, with just one Preview below it on all five items. Many Previews are above the second highest 5-interval “more than most courses” on several of the items. For example, on the question #12/#25 about overall student satisfaction with the Preview, most scores (n=31) are above the 5-interval “more than most courses”. These findings indicate that students who responded evaluate the Previews better than other Arcadia University courses. On the four-point Likert Scale #6/#8 item about what degree the field study “positively” impacted the students understanding of the course, two courses fall under the 3-interval of “moderately” and one Preview falls under the 2-interval of “minimally”. The field study is the distinguishing feature of making Previews embedded study abroad courses, and therefore, these high responses on this item indicate that Previews are successful courses.

### **Summary of Findings**

These findings provide insight into how professors design Previews at Arcadia University and how well the instructional design of Previews align with recommended models of embedded study abroad. The data on the Preview assessment questionnaire provide some information about how students feel about their Preview experience

after the field study. The Preview courses are an expensive part of the curriculum and a high-profile part of Arcadia University's brand. Overall, these findings indicate that professors design syllabi with many of the elements that characterize good embedded study abroad courses. Overall, students seem satisfied with their Preview experiences.

Most Previews are designed with clear elements of academic subject matter and ample interdisciplinary subject matter. Findings suggest that Previews are wide but not deep in academic content. Learning goals align to this general trend and many Previews are built around 1) general area studies subject matter and learning goals and 2) the desire for students to expand their global and intercultural horizons through learning about a specific place in the world. Professors assess students with a variety of tasks. Most professors ask students to complete work after they return from the field study, allowing students to make deliberate reflection and work about the international and intercultural experience for the Global Expo event. Many professors ask students to keep a journal throughout class and/or during the field study, likely assisting in this reflection and work. The field study programs show a great variety of activities and sites that students visit and experience. Most students are given professional lectures, often while outside of a classroom, and students often go to museums, tour sites, and visit landmarks that characterize the cultural, historical, social, or economic life of the place. Many professors also provide unstructured free-time during the field study, something that students may appreciate for exploring and relaxing with classmates.

These data indicate that Previews incorporate many of the elements that the Forum on Education Abroad recommends for embedded study abroad courses. Overall, I rated most of the Previews above the mid-mark (Milestone) score on the criteria of syllabi design. Likewise, the Preview questionnaire results are good. Most students, who report to the Office of International Affairs about their Preview experience, indicate that Previews compare favorably to other courses at Arcadia University. The questionnaire data suggest students are satisfied with the subject matter, learning goals, assessment, and the field study activities. All together, these findings indicate that professors follow good practices in designing Preview syllabi and that students enjoy the courses. These are encouraging findings for professors who wish to teach a Preview and for staff who manage the Preview program.

## **Chapter 4**

### **LIMITATIONS, DISCUSSION, AND RECOMMENDATIONS**

Chapter 4 presents the limitations, discussion, and recommendations related to the design of embedded study abroad courses. The original sources of data are the Preview syllabi documents, the international field study itinerary documents, and the results from the Preview course evaluations from students. A secondary source of data is the Forum for Education Abroad model syllabi documents used to develop a framework of good practices in the instructional design of the Preview syllabi.

#### **Limitations**

The main limitation of this work is related to course syllabi as a primary source of data. These syllabi are incomplete records of the course design. Syllabi do not include lesson plans, designs for in-class discussions or group work, detailed descriptions of assignments, content typically posted in the online learning management system (LMS) and more. In particular, the description of the field study plans led to uncertainty in forming categories and theorizing rationale as to why professors chose a site, how the site connected to elements in the syllabi, what the

students did at the site, or how the activity aligned with other components of the field study experience. This interpretive ambiguity prevents drawing conclusions from the data using the constant comparative method (LeCompte & Preissle, 2003). The data are too sparse and not “descriptively rich” enough for this purpose. Interviewing professors, or requesting more written data from professors, would be advisable for future research.

A second limitation is related to the Forum of Education Abroad’s Standards (2009; 2015) and the Award for Excellence Abroad Curriculum Design syllabi. Neither of these data sources have the same inputs as the Previews (Appendix C). The Forum’s Standards apply to study abroad programs (2015) and short term study abroad programs (2009), not embedded study abroad programs. The syllabi from the Curriculum Toolbox are embedded study abroad courses, but they are not designed for First Year Students, the field study programs are longer in duration than one week, and the courses carry three credits, not two. Nevertheless, the Standards were selected because they exemplify good instructional design principles in study abroad broadly.

A third limitation relates to the framework of principles about the design of embedded study abroad (Table 13) and the criteria developed for the rubric to score the design of the Previews (Table 14). The framework offers statements of design principles generalized from the Forum Curriculum Toolbox syllabi, and other resources. The rubric shows descriptors to operationalize three levels for good design of subject matter, learning goals, assessment and field study activities in the Previews syllabi data. However, these analysis and findings of these design scores are



preliminary and tentative. A syllabus may not have all the data to reliably categorize or evaluate it into one of the levels. In other words, the design score is an attempt to evaluate the available data on syllabi but there are issues around whether the syllabi have adequate information for these judgements.

Finally, the Preview assessment questionnaire was not designed specifically for assessing student satisfaction with the instructional design of the Preview syllabi. Student responses cannot be taken to be exclusively about the design of the Preview syllabi. Rather, they were designed to elicit self-reports about satisfaction with the Previews in comparison to other Arcadia University courses. Non-academic variables such as quality of housing during the field study likely impact these self-reports. While items on the questionnaire align to elements in the Preview syllabi, and the questionnaire is intended to evaluate student learning outcomes (Preview Task Force, 2010), an original questionnaire developed for this purpose and tested for validity and reliability could produce more relevant findings for comparison with the data from the syllabi and the field study plans.

## **Discussion**

The purpose of the Executive Position Paper is to 1) examine how professors design the learning environment of their embedded study abroad courses, 2) connect these design characteristics to best practices in short-term study abroad and 3) describe student experiences using course evaluation survey data. The purpose of examining

these questions is to inform Arcadia University, as well as practitioners and professors who work in the education abroad field, about how to design teaching and learning activities for embedded study abroad courses. The Preview program includes a context of intersecting inputs, outputs, and outcomes (Figure 1).

This section discusses the instructional design of the Preview curriculum. I start this discussion by summarizing two Preview courses. I then turn to discussing findings that intersect between the inputs, outputs, and outcomes of the Previews and their instructional design.

### **A Tale of Two Previews**

The 2013 Preview *The Goodwill Ambassadors* frames the course by suggesting that as the “world evolves into a rapidly changing global society, the importance of goodwill missions to understand another’s culture and represent our own become paramount to successful relationships with the peoples of the world”. Therefore, the course provides students “the opportunity to serve as Goodwill Ambassadors to the United Kingdom”. As the Forum (2009) suggests these topics are specific academic goals about subject matter in international relations.

The *Goodwill Ambassadors* scored high on the criteria of embedded study abroad design with an overall score of 11 ( $x=2.75$ ). Only the subject matter criteria

(2) scored lower than the highest possible. On the student questionnaires it scored third from the highest (25.13).

The course learning goals relate to the international relations subject matter, stating that students will be able to:

- discuss with clarity the preparation necessary for a goodwill mission
- identify the global connections established through goodwill missions
- appreciate the importance of etiquette, professionalism, and respect while dealing with other cultures
- utilize critical thinking skills that allow the student to reflect and analyze the similarities and differences
- articulate an understanding of the integral relationships among the peoples of the world
- possess diplomacy skills

The field study activities include mechanisms to help students realize these goals: a lecture provided by a judicial clerk at the High Court of Justice, a visit to the Churchill War Rooms, a viewing of arguments in Parliament and a lecture on UK law, and a visit to the U.S. Embassy in London for a lecture from a U.S. Foreign Service officer. As Roholt and Fisher (2013) argue it seems possible that students will transform their perspectives about international relations from experiencing and reflecting on the insight garnered during these “critical incidents”.

The professor designed assessment to prepare students for this experience; students do research to learn background and context about places they will visit in

London, which the professor returns with feedback, and students re-submit, prior to the field study. Additionally, students work in groups to choose and research a topic on goodwill missions to investigate during the field study and they present this topic to the class prior to the trip. After the field study, students submit a report on the topic that was researched prior to the trip, including the requirement to reflect on “personal development experienced by completing each mission as well as being immersed in the foreign culture”. This assignment requires students to integrate the field experience into the course subject matter and reflect on what they learned, a key recommendation in the design of intercultural learning (Deardorff, 2015; Joplin, 1995; Paige & Vande Berg, 2012). Examples of similar strategies are in the Forum’s Curriculum Toolbox syllabi (Appendix C).

An alternative example is the 2014 Preview *Cultural Crossover and Change*. According to the syllabus, the professor designed the course to “examine the fascinating cultural crossroads and changing nation that is Romania today”. This is one of the many Previews on general sociocultural and historical topics. The professor also wanted to provide to “students with the opportunity to study and engage with global issues and themes”. The intention for students to develop global awareness is also seen in many Previews.

The *Cultural Crossover and Change* Preview scored below the mean on the criteria of embedded study abroad design with an overall score of 9 ( $x=2.25$ ). The learning goals scored the lowest possible score (1). On the student evaluations, the course scored second from the lowest (17.59).

Two learning goals align to the general sociocultural and historical focus on Romania. The other four goals align to Arcadia University's institutional curriculum objectives for First Year Students. These statements ask students to:

- introduce students to the country of Romania, its people, and its rich history and culture
- compare and contrast Romania and Romanian culture with their own culture
- develop critical reading, thinking, writing, discussion, and oral presentation skills through careful analysis and evaluation of Dracula and, optionally, related critical texts
- learn to use library research resources and technology effectively
- build positive relationships between students and the instructors
- encourage students to accept responsibility in their learning and behavior

In order to prepare for the field study, the professor asks students to read Dracula and to complete a “brief paper... on the history and culture of Romania” either on a topic from a list that the professor provides or a topic of the students choosing. Students have to do a “brief oral presentation” to the class on their paper.

While in Romania, students document the field study experience in a “travelogue or travelblogue [that] may take a variety of creative forms”. They visit four different history museums, including Dracula's castle, the Vasile Alexandri National College, the medieval town of Brasov, and tour the Romanian Parliament.

After the field study, students prepare a poster or presentation individually or in small groups about “the nation, history, people, and culture of Romania and any

comparisons and contrasts you might like to make between Romania and its people and the United States and Americans”. Students must post a portion of this Global Expo work to a website for students at the Danubius University in Romania to read.

This course includes elements of good design of embedded study abroad. For instance, the journal assignment requires students to document and reflect on the field study for the purpose of preparing the summative Global Expo deliverable (Appendix M). The Global Expo assignment asks students to connect to peers in Romania via technology. This dialogue is an aspect of short-term study abroad that is considered a good practice (Forum, 2009). The Dracula Castle location has an evident and meaningful connection to the class requirements prior to the field study in Romania.

Overall, the Preview falls short of good practices in several areas. Subject matter and learning goals are not clear and the Preview lacks alignment between the subject matter and field study locations. Woolf (2006) criticizes short-term study abroad when field study plans seem to indicate tourism more than meaningful study.

### **What Previews are About**

The Previews are two credit courses lasting between 6-8 weeks that include a 7 to 9-day overseas field study program. The Previews do not carry course “Intellectual Practices” and “Areas of Inquiry” that define the undergraduate curriculum of other Arcadia courses, and they are not designed into curriculum of the upper-level Global Field Study (Table 1).

According to the National Center for Education Statistics (NCES) Business accounts for 19.2%, STEM<sup>11</sup> for 17.8%, and Health Professions 11.4% of all four-year bachelor degrees conferred in 2014-2015. Overall student participation in study abroad in the United States parallels these statistics. Students in the combined STEM fields represent 24% of study abroad participants<sup>12</sup>, those in Business fields 20%, and students in several professional fields account for around 20%: Education (3.5%), Journalism (5.8%), Legal Studies (1.6%), Agriculture (2.3%), and Health (6.3%) (Open Doors, 2014-2015).

With notable exceptions, such as the *Goodwill Ambassadors*, the Preview syllabi describe courses that run counter to these trends. Two Previews contain subject matter in the STEM fields, both in Ecology<sup>13</sup> and two Previews have Business/Economics<sup>14</sup> subject matter. No Previews are designed around common pre-professional undergraduate programs like Nursing, Agriculture, Teaching, Journalism, or Criminal Justice. In 2014-2015, the number of students graduating with bachelor

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<sup>11</sup> NCES defines STEM fields to include biological and biomedical sciences, computer and information sciences, engineering and engineering technologies, mathematics and statistics, and physical sciences and science technologies

<sup>12</sup> Includes Physical Life Sciences (8.1%), Engineering (5.0%), Math/Computer Science (2.2%)

<sup>13</sup> 2015 Preview *Water, Water, Everywhere* and 2014 Preview *Nature, Bilingualism and Education at Home and in the Cloud Forest*

<sup>14</sup> 2015 Preview - *The Economics of Rome: Past and Present* and 2013 Preview - *Between Calypso and Carnival: Multiculturalism and Globalization*

degrees in the Humanities<sup>15</sup> (2.3%) and the Social Sciences<sup>16</sup> (8.8%) continued to decrease from previous highs, as a proportion and in actual numbers (NCES). Overall, Previews are about subject matter in these two areas.

Many Previews are about topics similar to that of *Cultural Crossover and Change* “history or general socio-cultural issues throughout history”. Many others are about contemporary topics in culture or society “to be compared between the [field study] location and the USA”. Some Previews are on narrower topics such as “the human and political elements of immigration and migration” to Sicily and the “radical student movements of 2006 and 2011” in Chile (Appendix D). It is less common that professors design syllabi that include fundamentals such as concepts of biodiversity and ecology or the psychology of self-perception, self-understanding, and social relationships. Previews are courses for First Year and Transfer Students and professors may not want to design a sophisticated exploration of academic or pre-professional subject matter. The Preview program began as a non-credit activity with a purpose for students to “preview” a study abroad location. This legacy may also influence how professors continue to design subject matter to be interdisciplinary and about the international location of the field study (Dutschke & Haffar, 2010).

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<sup>15</sup> NCES includes Humanities statistics for BA degrees in: the Liberal arts and sciences, general studies, and humanities

<sup>16</sup> NCES includes history together with the social sciences



In the thirty-six Previews, there is a wide variety of subject matter (Appendix F). However, this variety is sparsely distributed. For example, five Previews have some content about a “foreign language or language learning” but only two of these courses<sup>17</sup> have learning goals about modern languages, and only the 2014 Preview *Spain: Tradition and Modernity* includes assessment on language learning. This finding is characteristic of other subject matter in the performance arts, political science, and classical and religious studies.

A few Previews focus on one narrow topic area, such as religion in the holy land in the 2013 Preview *Jerusalem: Major Religions*, the division of Cyprus in the 2015 Preview *Divided Cities, Divided Island*, and football in Brazil in the 2013 Preview *Goal! Socio-cultural Significance of Football in Brazil*. Study abroad has done area studies since the very first overseas programs (Hoffa, 2007), whereas modern curriculum tends to be built around service learning, internships, laboratory work, or experiential learning pedagogy on more specific subject matter (Engle & Engle, 2003). The Previews show influence from both trends; even when specifying a narrow issue of interest they are also couched in the general area studies content about the location.

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<sup>17</sup> 2015 Preview *Education, Democracy, and Radical Politics in Chile* and 2014 Preview *Spain: Tradition and Modernity*

## What do students do in Previews?

The clearest message of the learning sciences in the last 30 years it is that people learn what is meaningful to them (Bransford et al., 2000). Embedded study abroad courses offer opportunities for in-class learning to prepare students for experiential learning activities about the course subject matter. This motivating experience takes place during the overseas study and takes advantage of the ‘24-7’ presence of the teacher and peers who can scaffold reflection about those experiences (Barbour, 2015; Womble, et al., 2014). The Georgetown Consortium Study (2009) showed that the design of instruction before and after the field study experience results in students reporting more intercultural learning (Vande Berg et al., 2009). Increasingly study abroad programs include pre-departure orientation and re-entry programming (Donnelly-Smith, 2009).

Good learning design in embedded study abroad requires coherent overlap between the course elements (Forum 2009; 2015). The *Goodwill Ambassadors* is, for example, mostly about “international or diplomatic relations between countries” and the assessment and field study show that students do work to learn this subject matter, and little else.

Other Previews show a similar, if less singular, focus. For instance, the 2015 Preview *Water, Water, Everywhere* is about “water resources, and examin[ing] human activities that impact water quality”. Assessment focuses on this subject matter before the field study, and in the Philippines students produce work that integrates the subject

matter with field study sites. Students visit a “local school, water tank, wet market, and rice field” a waterfall, lake, and a hydro-plant. Students have to document what they observe for an “electronic journal using Google Sites and Twitter... [focusing] on one of the three key themes in our environmental water study”. However, the professor also asks students to observe and reflect on general socio-cultural facts and contemporary life around people and society in the Philippines.

Likewise, the 2015 Preview *Divided Cities, Divided Island* focuses on “processes or facts in conflict and conflict resolution”. Students visit organizations in Cyprus that are working on the ground to bring about conflict resolution<sup>18</sup>, and the professors require that students create a “photo essay to explore three themes of the class; division, governance, and reconciliation” for the Global Expo. However, students are free to write the final research paper on a topic separate from conflict resolution; for example, on topic related to the classical historical period of Cyprus.

What these two Previews have in common is coherent instructional design. Learning goals complement the course description content and professors design assessment procedures that align to the learning goal statements. Students do work to prepare for the field study, and the field study programs suggest experiential learning to engage and motivate students about the subject matter. Professors ask students to document the global and intercultural perspectives they experience, and professors

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<sup>18</sup> Field Study Plans could not be coded for a lack of data about these organizations

require students to produce rigorous deliverables about these connections. In other words, these Previews embody good practices of embedded study abroad.

On the other hand, some Previews such as *Cultural Crossover and Change* show less relevance and rigor in the alignment between these elements. The learning goals are superficial, broad, or have unclear connections to the subject matter. The work that students do prior to the field study is not rigorous to setup meaningful experiential learning opportunities. The field study programs have too many tourist-like activities without common threads connecting activities to learning goals. Subject matter and the assessment deliverables, during or after the field study, do not suggest that the professor asks students to meaningfully reflect on the intercultural experience. Many of the Previews like *Cultural Crossover and Change* show good results for student satisfaction on the course questionnaire. Professors and administrators should consider the likely gap between what makes an 18 or 19 year-old student satisfied and a good outcome from an academic course.

## **Recommendations**

The following recommendations can serve as resources for professors who are interested in developing a Preview, and faculty governance and administrative staff in planning the Preview program and supporting the development of Preview courses. The investments, actors, outputs, and outcomes of the Previews (Figure 1) intersect at many points. The purpose of this Executive Position Paper is to present some findings

that Arcadia University could take into consideration in order to improve inputs, outcomes, and outputs. For instance, I describe the program criteria of the Previews, the Preview learning goals, what students do for the Global Expo event, and the procedures that professors design in order to assess student learning. Arcadia could consider how different inputs, actors, and outputs of the Previews would intersect to improve, for example, the outcome of student *perceptions in learning of global knowledge and awareness*. The following recommendations are suggestions for Arcadia to consider in as much as my findings suggest areas for improvement. These recommendations can also serve stakeholders at any institution to plan and improve an embedded study abroad curriculum.

### **Recommendations for Preview Professors**

The following recommendations are for Arcadia professors. This section is also a resource for anyone who designs and teaches embedded study abroad courses.

***Narrow the Preview Learning Goal Focus.*** The data set consisted of 36 courses, designed by professors and staff with expertise and experience in a variety of disciplines. Previews count for 2-credits on a student's academic record and are for First Year and Transfer Students. The data show that professors design these 2-credits of academic work as "intro" courses about area studies of a location. These courses could be characterized as "a mile wide and an inch deep". The 2-credit criteria should,

rather, be an invitation to narrow the focus of the Preview, such as in the 2013 Preview *Goodwill Ambassadors* and the 2015 Preview *Exploring the Urban Music Scene in London and Philadelphia*. These courses contextualize an introduction to area studies about location into a specific set of learning goals. Professors should consider following these examples so that subject matter is specific about the event, process, or phenomena under study at the location and in the field study activities. As the Preview Task Force (2010) recommends, professors should avoid making learning goals about a “preview” of the location. Likewise, as the Forum recommends (2009), professors should keep in mind that good study abroad courses have a clear purpose and clearly defined academic or experiential subject matter.

Previews are 6-8 week, 2-credit, courses designated in the Global Field Study curriculum. Professors should consider that 6-8 weeks is a very short amount of time. Therefore, learning goals that are defined and focused are more likely to be realistic and achievable for students. For example, apartheid in South Africa is as important historically as its legacies are complicated in people’s lives today. The 2015 Preview *Identity, Politics, and Music in Cape Town* looked at the South African Freedom Music in comparison to Jazz and the Blues in the Civil Rights Movement in the United States. Two of the three learning goals of this Preview were common in the data: “historical facts and historical interpretations” and the “comparison of [an] issue with [a] similar issue in the United States” (Appendix G). The focus on “learning about music and the role of music in society” narrow how and what to plan for students to do in-class and during the field study in Cape Town. This is a good

example of how to tackle broad and complicated goals with a “content specific and thematically driven model” (Dutschke & Haffar, 2010) of instructional design.

***Plan the Preview Assessment around the Field Study Activities.*** Professors should remember the centrality of the field study in the embedded study abroad course model. In other words, everything the course is about and everything the students need to learn should be designed into the field study activities. The Forum (2009) recommends “in-depth experiences at each site rather than seeing everything” (pg.5). The Preview professors design the field study to include a huge variety of activities (Appendix I) and a busy schedule of several activities each day over the 7 to 9 day trip (mean=12). Over half of these activities are visits to landmarks, tourist sites, and museums (Table 11).

A limitation of the data is that the field study itineraries do not richly describe why professors design the activities nor what students do at the sites. The limitation makes it difficult to draw meaningful conclusions by comparing design scores (Table 15) and course evaluation responses (Table 16) to the combination of field study activities that professors design (Appendix N) in their Preview.

Nevertheless, there are principles that professors should consider in designing field study programs for Previews. The Preview Task Force (2010) recommends a faculty student ratio of 13:1 “to maximize opportunities for discussion and quality interaction” (p.5), because, as Jessup-Agner and Aragnoes (2013) point out, the field study forces a social dynamic with students and professors living, eating, sleeping, and

travelling in close proximity. Preview students should imagine, research, and produce rigorous work about the field study sites before the trip. Visiting an international location does not guarantee that students will broaden their worldview or demonstrate intercultural learning (Lutterman-Aguilar & Gingerich, 2002; Paige & Vande Berg, 2012). Data show that many Previews have these type of goals (Table 9). If professors design global awareness goals for the Preview, classes before the field study should rigorously prepare students to be active learners at field study sites (VeLure-Roholt & Fisher, 2013). Shupe (2013) argues that visiting a local university, touring a museum with peers, or engaging in dialogue with locals makes the experience more meaningful. Students get the most from field experiences that are highly structured, require ongoing reflection, and include contact with host-country participants (Donnelly-Smith, 2009). Preview professors should consider activities for students to meet with local organizations and engage in dialogue with peers. There are seven Previews that “cite dialogue with in-country people/actors” for a field study activity (Appendix I). The Preview syllabi show that many professors design classroom work to prepare students for the field study, but only two Previews explicitly tie assessment to a specific field study site (Appendix H). Data show that almost all professors ask students to use journals, or another type of record, to document aspects of the field study program (Table 10). Many professors ask students to produce a commentary and reflection on the field study after returning home. Professors should think of ways by which smartphones and tablets, and available international service plans, may offer ways for students to document the field study. In the data set, only one Preview does



this. Furthermore, professors should consider the importance of planning in-class assessment to prepare students to observe and document the field study so that students are “active learners” at field study sites (VeLure-Roholt & Fisher, 2013). Only one Preview includes an assessment activity for this purpose (Appendix H).

### **Recommendations for Preview Administrators**

The following recommendations are for faculty and administrators who oversee the Preview program, evaluate Preview proposals for new and ongoing courses, and review the Preview program evaluation results. This section is also a resource for anyone whose role is to design and implement embedded study abroad for internationalization.

***Diversify the Preview Curriculum.*** Syllabi data on subject matter and learning goals show that the Preview curriculum is concentrated in the social sciences and the humanities. The Preview Task Force (2010) states one purpose of the Previews was to encourage students to take another study abroad program in their undergraduate career, but that the curriculum needs to make “an intentional shift away from a destination centric conceptualization of Previews” (p.5). For example, syllabi data show little evidence of subject matter in the STEM and pre-professional fields. The Commission on the Humanities and Social Sciences (2010) makes a compelling case that society, and individuals, enrich themselves when graduates from the technical and

professional fields enjoy perspectives that illustrate how interpretive and cultural differences play out in work and life. Arcadia University should consider if more Previews with a focus on STEM and pre-professional subject matter would result in better realizing the long-term outcomes that the institution intends for the Preview program. Arcadia may want to consider incentives to develop new Previews and other embedded study abroad courses in these areas. One mechanism is to offer travel grants for professors to scout field study sites in order to develop new Previews (Womble et al, 2014).

***Develop Support Tools for Professors.*** Develop support tools to help professors design assessment and field study activities that reinforce learning goals on “general historical and socio-cultural topics”. Syllabi data show that many Previews focus on subject matter and learning goals on “general historical and sociocultural topics”. Likewise, many Previews ask students to compare aspects of this subject matter to their parallels in the U.S. Around twenty sections are needed per year so that 400 – 500 First Year and Transfer Students can enroll in a Preview. Therefore, courses with “general historical and sociocultural” subject matter are likely to continue to be part of the curriculum. Data from the fifteen Previews on “general historical and sociocultural topics” show a variety of assessment strategies and field study activities. While it is difficult to tie a single assessment task or field study activity to the instructional design scores or the course evaluation results the prevalence of this type of Preview suggests there is a demand for common tools and resources.

The Global Field Study curriculum standards (Appendix A) are to guide professors in developing upper-level embedded study abroad courses with Intellectual Practices and Areas of Inquiry (Table 1) that the curriculum governance process defines. These guidelines do not exist for Preview courses, nor are there any other institutional curriculum standards for Preview courses. The Preview Task Force (2010) identified that the faculty and staff “are integral to the newly conceptualized Preview[s]” and that the “interests and expertise of individual faculty and staff members” will largely determine the future of the Previews (p.6). While stating that Arcadia will gather information about their “fields of expertise” it does not suggest any effort for professional development work with faculty or staff. The American Council on Education (2017) found that faculty professional development is the least prevalent characteristic of an institution’s comprehensive internationalization activity.

Arcadia University should consider creating tools and resources that professors can use and adapt in the design of assessment tasks and field study plans. One type of scaffolding could be a lesson plan knowledge base for field study activities. The Embedded Education Abroad Faculty Toolkit (2009) is an example of an instructional tool that details numerous lesson plans. Many versions of these lessons already appear in the Previews. The 2015 Preview *Authentic Ireland: Galway and the West Coast* has the Intercultural Scavenger Hunt (Morais, et al., p.20) when students arrive in Galway, the 2013 Preview *Service Learning in Mexico* includes the pre-departure Emergency Preparedness activity on health and safety (Morais, et al., p.34), the 2013 Preview *Food of Tuscan Farmers* does something similar to the A Taste of Culture (Morais, et

al., p.36) before and during the field study, and various Previews integrate versions of Journaling Across Cultures (Morais, et al., p.24). The State University of New York's COIL Course Guide (2016) is another example of a course development tool to help professors and administrators internationalize curriculum in higher education.

Another type of scaffolding could be an online professional development program for Preview professors. Bransford (2009) suggests that faculty may need professional development to make appropriate changes to instruction. Online professional development for designing intercultural learning environments has shown promise for scaling internationalization efforts at universities (Dyba, Ikeda, Rubin, 2016). Arcadia University has the resources to develop online professional development, including active leadership from administration staff in international affairs, technical infrastructure and support staff in IT and instructional design, and in-house experts on Preview design and teaching, international education, and intercultural learning. Online professional development, and a social network infrastructure to connect Preview professors together, could create a more active professional learning community among the faculty and staff for planning and developing the Preview curriculum.

***Consider Structural Changes in the Preview Curriculum.*** Previews are not as long, do not carry as many credits, and are not developed according to the same curriculum standards nor governed through the same curriculum process as other Global Field Study courses (Table 1). One change that Arcadia might consider is to

turn Previews into 3- or 4- credit semester courses. This would align the Previews with the upper-level Global Field Study courses. However, the change may alter many inputs and outputs of the Previews such as increasing the cost per student to the institution due to faculty compensation and possibly driving down student participation. Furthermore, making Previews into 3- or 4- credit courses could impact outcomes such as whether *students study abroad again* after the Preview.

Arcadia University started the Previews as non-credit, co-curricular, activities with the goal to encourage students to study abroad later in their undergraduate career (Preview Task Force, 2010). There has been innovation in the Preview curriculum, starting with the move to pilot a single 1-credit Preview (personal communication; Janice Finn, June 6, 2017) and then the change of the whole curriculum to 2-credit Previews. The Preview Task Force (2010) recommended the development of “sustainable project-based learning opportunities as well as service learning opportunities” (p.5). The 2013 Preview *Service Learning in Mexico* and the 2015 Preview *Service Learning in the Dominican Republic* are service-learning courses with field study activities focused around community engagement projects (Appendix N). In 2013, Arcadia asked four professors to use online technologies to co-develop and co-teach Previews with an international professor from the field study location. The 2013 Preview *Fiction and Film in Edinburgh*<sup>19</sup> is one of these courses. This

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<sup>19</sup> None of the four professors chose to continue this online co-teaching model after the 2013 Preview

innovation was not sustained in subsequent years. Finally, the syllabi show that almost all Previews require students to complete a summative deliverable for the Arcadia Global Expo. Yet, there is much variation in how each professor designs assessment requirements for the Global Expo. The education abroad field continues to push boundaries with new designs for study abroad courses. Arcadia should continue to innovate as the institution and the Preview program evolves. For instance, Arcadia could consider how different or more detailed guidelines for the Global Expo would help professors design course activities that reinforce course learning goals.

***Learn More about the Preview Field Study.*** The field study is the critical element of the Previews. The field study depends on many variables. The group dynamics, logistics, travel, food, and many other variables influence why embedded study abroad goes well (Cunningham, et al., 2010). The data from field study itineraries do not richly describe the difference between a field study program that goes well or poorly. Considering the complexity of variables influencing how in-country experiential learning happens a rich description of field study activities would provide more insight into pedagogical aspects (Tippett, 2013).

Too little information is known about what happens during the field study and what outcomes result from it. The Preview assessment questionnaire (Appendix E) offers a glimpse into some of the outcomes. For example, the instructional design framework developed for this Executive Position Paper judged the 2015 Preview *Goal! The Socio-cultural significance of football in Brazil* to have superior

instructional design characteristics (Table 15). On the course evaluation students judged this Preview to be the lowest in the data set (Table 16). Further analysis found some insights in the open-ended responses of the course evaluation data. For instance, the students criticized the professor for poor logistics and attention to their needs. The opposite relationship is the case with other Previews<sup>20</sup>.

Minor changes to how professors design and carry out the field study could have a big impact in the outputs and outcomes for students and the institution. Arcadia should consider the importance of this gap of knowledge about the field study. The everyday actions in the field study, the curricular decisions that professors make while travelling and teaching during the field study, and the non-curricular interactions and minutia that happen between students are rich veins of information about the transformative power of embedded study abroad.

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<sup>20</sup> The 2015 Preview *Wearing of the Green: Ireland and the Irish Today* and the 2014 Preview *Tradition and Modernity in Spain* were scored low on the instructional design criteria, but highly by students on the Preview questionnaire instrument.

## Conclusion

Previews are an important way that Arcadia University fulfills its comprehensive internationalization mission. The purpose of this Executive Position Paper on the instructional design of the *Previews for First Year and Transfer Students* at Arcadia University was to look at an interesting aspect of the curriculum of study abroad, and in doing so, to describe how professors design the learning environment of embedded study abroad courses. The intention was to use these findings to connect the Preview design characteristics to some good practices in short-term study abroad.

The National Intelligence Council (2012) makes clear that by around 2030, college graduates will live and work in a world that is more technological and interdependent, and beyond the control of any one country to influence by acting alone. Already, we are seeing reactions to disruption and instability in security, economics, social connections, and moral aspects of life. We are experiencing examples of constructive and destructive practices as we adjust to challenges like climate change, resource scarcity, trade, terrorism, and more.

Better understanding and abilities for working with people from other cultures are among the many tools we need to meet these challenges. This, perhaps, is not at the top of the priority lists of many key decision makers, but it is fundamental to global peace and the sustainability for human progress toward a better future. In June 1963 at American University, John F. Kennedy reminded us of our shared destiny saying: “in the final analysis, our most basic common link is that we all inhabit this



small planet. We all breathe the same air. We all cherish our children's futures. And we are all mortal". Oftentimes, study abroad is one of the first ways that a student will experience this truth and it can have transformative effects. I believe that international education community partly blames itself that half a century later this ideal does not shape more of our world. We have not contributed enough to solve many of the class and cultural divisions in the United States and there seems to be a re-emergence of discourse born out of grievance and desperation. John F. Kennedy was speaking to a post-World War II America and Global community that lived in the shadow of nuclear holocaust. In ways, the world in 2017 is a safer, better, and more hopeful place for far more people, but increasingly our shared destiny seems challenged.

This Executive Position Paper is a culmination of several years of professional work and thought about study abroad curriculum design. I designed and co-taught the 2015 Preview *Education, Democracy, and Radical Politics in Chile* in 2015. In 2016 we changed and improved many of the things that students did in the class and the field study. Students seemed to enjoy and grow in this Preview during both years. I also designed and co-taught a 4-credit Global Field Study course that resulted in a much less successful experience for both the students and for the co-professor and me. In part, I was interested in why the two experiences diverged and it is my hope that this work contains some useful information to make the former case much the more common experience for embedded study abroad students and professors.

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## **APPENDICES**

### **Appendix A:**

#### **GLOBAL CONNECTIONS EXPERIENCE AND REFLECTIONS COURSE DEVELOPMENT GUIDELINES**

##### **Overview**

There are many ways to fulfill the Global Connections Experience and Reflection through participating in experiences as close by as the Won Buddhist Temple in Glenside or as far away as Capetown, South Africa. In each case, students will be engaged in a sustained, semester-long cross-cultural experience and should be involved in ongoing reflection during the experience (typically through enrolling in GCR 101).

Students can participate in Glenside-°©-based courses that have an experiential component in order to fulfill the Global Connections Experience. If students participate in a course-based experience or in a context or organization that addresses the same issue or topic they are exploring.

It is also possible for students to design an individualized Global Connections Experience in consultation with the Director of Global Connections (see form section).

##### **Global Connections Experience & Reflection Learning Goals**

Students will achieve all or several of the following:

- Interpret aspects of other cultures in relation to their own with greater sophistication and accuracy
- Gain a deeper knowledge of the historical, political, scientific, cultural and socioeconomic interconnections between the U.S. and the world
- Be able to pose critical questions about power relations as they investigate the dynamics of global and local transactions as applied to a social problem important to them

- Acquire a heightened sense of global interdependencies and understand the need to address complex global issues across national and disciplinary boundaries
- Identify obligations to people situated both inside and outside their own national borders

These goals mirror those of the Crossing Boundaries Intellectual Practice. The Global Connections experience and Reflection provides an opportunity to engage with these same learning outcomes through experiential learning and reflection rather than within the structure of a traditional class.

### **Global Connections Reflections and Experience Course Development Criteria**

- Students are required to have a sustained, cross-cultural experience that places them in cultural settings different from those in which they have previously lived
- Ways that this requirement can be satisfied include study abroad or immersion in approved domestic cross-cultural settings, such as off-campus study, service learning, or student teaching. Hybrid (local/international) experiences are also possible
- During their cross-cultural experience students must participate in a portfolio-based reflection that requires them to document their experience and analyze its meanings.
- Global Connections Reflections ask students to examine their cross-cultural experiences in order to explore interconnectedness, interdependence, and inequity and to analyze the relationship between their experience and world issues and events
- Global Connections Reflections explore issues of social justice, social welfare, and economic rights within and across national boundaries
- Global Connections Reflections must utilize electronic portfolios or other means of collecting, examining, and assessing students' reflections
- Global Connections Reflection requirement may be fulfilled by students enrolling in a stand-alone 2 credit reflection component (typically offered online) during their cross-cultural experience. Alternatively, the Global Connections Reflection component may be built into a 4-credit course that also includes a student's cross-cultural experience (such as a service learning course, internship, or student teaching)

Those interested in offering a Global Connections Experience or Global Connections Reflections course or a course that offers both designations should contact the Director of Global Connections for assistance in the design and approval process.

## Appendix B

### EMBEDDED EDUCATION ABROAD FACULTY TOOLKIT

#### Global Citizenship Course Learning Objectives

Social Responsibility	Global Competence	Global Civic Engagement
Students evaluate social issues and identify instances and examples of global injustice and disparity	Students recognize their own limitations and abilities to engage successfully in an intercultural encounter	Students engage in or contribute to volunteer work or assistance in global civic organizations
Students examine and respect diverse perspectives and construct an ethic of social service to address global and local issues	Students demonstrate an array of intercultural communication skills. They engage successfully in intercultural encounters	Students construct their political voice by synthesizing their global knowledge and experiences in the public domain
Students correlate local decisions and actions with global consequences of local behaviors and express their personal and professional responsibility to others	Students discuss and interpret world issues and events	Students will engage in purposeful behaviors that advance a global civic sensitivity

#### Academic Development Course Objectives

Academic Self-Concept	Academic Self-Efficacy
Students locate and evaluate information and integrate knowledge from a variety of sources and fields	Students learn with a sense of purpose and develop self-determination and autonomy by correlating academic goals to their social goals
Students gain knowledge, and exhibit analytical and organizational skills from peer learning and teamwork	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
	Students explore adaptive alternatives when faced with difficulties to achieving their goals

## Appendix C

### FORUM CURRICULUM TOOLBOX SYLLABI

***Forum Syllabi: Course Descriptions:*** The course description is usually the first section of a syllabi and the clearest indication of the academic discipline of the course. Among the FEA's six model syllabi, all but one included course description sections to contextualize the academic content and to introduce the field study program. The course descriptions of *Panama Avian Field Ecology* and *Permaculture and Global Education* indicate a general overview of the academic content that students will encounter in the class and what students will experience during the field study. These course descriptions have the most detail; they contextualize the location of the field study, they provide a summary of why the academic content of the course is important to learn, and they mention specific institutions and organizations that students will interact with during the course. *Panama Avian Field Ecology* has the most detail, including three additional sections titled: "Why Birds", "Why Panama" and "Why Mangroves" to contextualize the course content. *History of Ireland* mentions several specific events in Irish history, and adds the course goal that "students will gain an appreciation of the role of Ireland in world history", but it adds no procedural information about what students will do during the class. *Agricultural Education Study Abroad Experience* describes academic purpose of the course to prepare "globally minded agricultural education teachers" and it lists the "characteristics" of globally minded teachers, but it does not describe the content of the course beyond this information. *American Foreign Policy* has a short description of the academic content of the course on American foreign policy since the end of the Cold War, but it does not include any information to describe the international field

study program and *Art Design Eco-Explorers* course offers no description of the course or the field study in this portion of the syllabus. The professors who designed these embedded study abroad courses wrote course descriptions that explain the content of the class and what students can expect to do during the class. The design of rigorous and relevant academic content matter into experiential learning activities is good practice so that the in-situ learning spaces and the closely facilitated instructional opportunities provide opportunities for engagement with the course content matter. It would be expected that professors write similar course description sections in the Preview syllabi.

***Forum Syllabi: Learning Goals:*** Among Forum’s model syllabi, three have sections that list learning goals that describe what students will learn or how they will develop knowledge or how they will develop cognitively/emotionally during the course. The learning goals for *Agricultural Education Study Abroad Experience* are focused on the construct of global citizenship (Morais, et al., 2009) with several sub-goal statements around global mindedness, global civic sensibility, intercultural knowledge and skills, and political voice. There is one statement in *Agricultural Education Study Abroad Experience* on “general knowledge” about Korea, but no evident learning goal on agriculture for pre-service teachers. The learning goals of *Panama Avian Field Ecology* include statements about specific and technical content knowledge on avian ecology, but they also include procedural goals connected to the design of service learning activities during the field study program of the course and skills required for future learning in the field of ecology. The procedural goals suggest that students will develop behavioral changes and changes in value orientations as the result of the course experience. *Panama Avian Field Ecology* also includes a section titled “course objectives” which includes one specific avian ecology content knowledge objective and one procedural course objective



related to a field work activity. The professor lists specific task-sequence requirements to describe in detail what students will do in the course. The *Permaculture and Global Education* course lists 22 learning goals categorized with one or more of the words: 1) knowledge, 2) reflection, 3) authentic learning, 4) collaboration, 5) social justice, and practice. For example, a statement is given such as: “make a commitment to be active participants in constructing a meaning of schools that benefits all children” (Course Objective section; page 2, number 5) and this statement is labeled with the categories of knowledge, reflection, and authentic learning. The academic outcome stated in these 22 learning goals varies from broad to specific, whereas others are procedural requirements about what students will do in the course, not necessarily what they will learn. After the learning goal section there is a paragraph that gives the School of Education’s mission statement to contextualize the “role of the school” and “role of the educator” in using these five categories to label learning goals. Three of the courses *History of Ireland*, *Art Design Eco-Explorers*, and *American Foreign Policy* do not contain any text that is identifiable as learning goal statements. The lack of learning goal statements in these two courses suggest that the Forum believes they are not required for a well designed course, but for those that are included these learning goals align to the academic subject matter and the field study activities to learn through motivational and experiential activities.

**Forum Syllabi: Assessment:** Among Forum’s six model syllabi, all of them list specific assessment activities and the deliverables that students have to complete in order to receive grades for the course. There is significant variation in how the professors describe this required work and these tasks. For example, *American Foreign Policy* states that the topic of the term paper should “be agreed upon with the professor” (p.1, third paragraph) whereas the

final reaction paper in *Permaculture and Global Education* includes specific readings and resources to which the student should refer in writing. All the syllabi include clear headlines for each assessment task and they include a weekly class calendar. All the syllabi, except for *Permaculture and Global Education*, include the grade percentage assigned per assessment task, and all the syllabi, except for *Panama Avian Field Ecology*, include specific citations for “readings” that are either “required” or “recommended” during the course. Four of the syllabi integrate these readings into the week-by-week description of classes and lesson activities throughout the semester. Among the model syllabi, *Agricultural Education Study Abroad* is the only class that specifically includes an online technology component, asking students to develop a multimedia Blog during class and during the field study to Korea, and the professor also includes design requirements and tips for these blogs. All these courses have assessment requirements for students to complete during the course activities, and while the deliverables range from building a stove to taking an oral final exam, they show courses where task sequences are aligned to the academic subject matter and learning goals, and the international field study activities includes reflective learning opportunities.

***Forum Syllabi: Field Study:*** The Forum model syllabi provide some context about how the field study activities are designed. However, only two of the syllabi, *Permaculture and Global Education* and *Agricultural Education Study Abroad*, provide a field study itinerary with details about daily activities. *Permaculture and Global Education* provides information about housing in Panama and a description of a short “excursion” trip that students will take to spend time in the cloud forest. *Permaculture and Global Education* also provides a statement of the university’s service learning philosophy and mentions partner organizations in the local campus community and in Panama with which students will work. *Agricultural Education*

*Study Abroad* provides a daily AM & PM schedule with information about where students will go and what they will do during the field study. In this class, activities fall into the areas of: language and cultural studies, practice teaching activities with micro-lessons, and meeting peers at local schools and universities. The field study for an embedded study abroad course is typically defined to be 1-2 weeks long, and in these model course syllabi, the duration of field study activities varies with only two courses *History of Ireland* and *Panama Avian Field Ecology* meeting this 2-week standard. In courses with longer field studies, the extended period of time requires design changes in the activities and purpose of the field study. However, these courses themselves do fall into the embedded study abroad model as the field study program is wrapped around by before and after class meetings on the home campus<sup>21</sup>.

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<sup>21</sup> *American Foreign Policy* is only marginally an embedded study abroad course as it shares other design similarities with the both the direct enroll and faculty led models of study abroad.

Course Title	Field Study	Participation	Academic Content	Other
AEE 499a / AEC 6905 School based agricultural education study abroad experience in Korea	<b>In Trip Reflection;</b> journal before and during trip to reflect	<b>Attendance, Participation and Professionalism;</b> students will complete 3 online assessments of perceptions and knowledge and participate in a “community of practice group”	<b>Do It Yourself Global Learning;</b> individual projects that further learning about the country and culture of Korea <b>Blogging @ Home and Abroad;</b> five posts to on the course participants & activities <b>Post Travel Presentation;</b> groups of two/three to present on global agricultural education	<b>Post Travel Workshop;</b> reflection to share ideas for integrating the experience into the agro-science classroom
EDU 305/GLS 402 Permaculture and Global Education	<b>Travel Journal;</b> maintain journal while in Benin, use observation protocol, include structured writing time during field study	<b>Attendance and Collaboration;</b> interact with peers, participate, and be prepared for class. No missed classes allowed	<b>Article Reaction &amp; Response Papers;</b> think deeply about and synthesize what you have learned <b>Final Reaction Paper;</b> paper to include readings, discussions, travel experience, and interactions	

HSTY/POSC 230 History of Ireland	<b>Journal (not graded);</b> travel in Ireland, record on-site lectures, discussions, conversation with guides, experts, and peers	<b>Participation &amp; Discussion;</b> interactive dialogue, lectures, discussions in class and on-site discussions during field study, pair-research plan, and class presentation design on reading chapters <b>Attendance;</b> one allowed missed class	<b>Quizzes;</b> 8 five question quizzes <b>Paper or Media Presentation;</b> combine learning from book, discussions, notes from journal, personal reflections during course and field study <b>Film Essay;</b> discussion, compare/contrast paper	
Panama Avian Field Ecology	<b>Journal;</b> 1 <sup>st</sup> entry before departure, daily reflection, field notes during trip	<b>Participation;</b> engaged in discussions, prepared for class, collaboration with others	<b>Data Analysis and Interpretation;</b> group work to address specific content objectives	<b>Service Learning;</b> develop curricula for Panama and Richmond middle schools for online social networking
ArtDesign 311/391 Eco-Explorers Tanzania	<b>Field Journal;</b> class journal on group work, field study observations, sketches, data	<b>Field Work;</b> focus on participation and collaboration	<b>Group Research &amp; Presentations;</b> group work to “become authority on a range of topics” and 1 hr presentation	<b>Sub-Project Teams;</b> project teams to build competency in various aspects: stove design, home lighting, women’s group, stove instructions
PS 280 American Foreign Policy			<b>Exam Term Paper;</b> topic to be agreed upon w/ professor	

## Appendix D

### PREVIEW COURSE DATA SET

Year	Code	Country	Course Title
2013	TF-IT	Italy	Food of Tuscan Farmers
2013	FB-BR	Brazil	Goal! Socio-cultural Significance of Football in Brazil
2013	CC-GR	Greece	Archeology and the Culture of Storytelling
2013	MM-FR	France	The City of Paris: The Medieval to the Modern Metropolis
2013	CC-IT	Trinidad & Tobago	Between Calpyso and Carnival: Multiculturalism and Globalization
2013	MR-JR	Jerusalem	Jerusalem: Major Religions
2013	EC-IT	Italy	The Eternal City
2013	WE-CH	China	The Wild, Wild East: From Silk Road to Superinformation Highway
2013	SL-MX	Mexico	Service Learning in Mexico
2013	MG-GE	Germany	Metropole Berlin
2013	FF-SC	Scotland	Fiction and Film in Edinburgh
2013	GA-UK	England	The Goodwill Ambassadors
2014	MC-SM	Spain & Morocco	The Mediterranean at the Crossroads
2014	CC-RM	Romania	Cultural Crossover and Change
2014	TM-SP	Spain	Tradition and Modernity
2014	NB-CR	Costa Rica	Nature, Bilingualism, and Education at Home and in the Cloud Forest
2015	PC-UK	England	British Popular Culture: Past and Present
2015	MU-SA	South Africa	Identity, Politics, and Music in Cape Town
2015	DL-GR	Greece	State Religion, Practices of Magic and Superstition
2015	MI-SI	Italy	This Sea is not my Home: Immigration, Migration, and Social
2015	WG-IR	Ireland	Wearing of the Green: Ireland and the Irish Today
2015	WE-PL	Philippines	Water, Water Everywhere
2015	UL-CH	China	Changing Urban Landscapes
2015	MU-LN	England	Exploring the Urban Music Scene in London and Philadelphia
2015	DI-CY	Cyprus	Divided Cities, Divided Island
2015	SD-CR	Costa Rica	Sustainable Development and Indigenous Rights in Cost Rica
2015	MU-AS	Austria	Experience the Music and Culture of Austria
2015	PC-JP	Japan	Japan, the Old Heritage and Anime/Pop Culture World
2015	FF-FR	France	French Revolutions!
2015	ED-CH	Chile	Education, Democracy, and Radical Politics
2015	SL-DR	DR	Service Learning in Dominican Republic
2015	CL-SK	South Korea	Culture as a Lens: South Korea
2015	AU-IR	Ireland	Authentic Ireland: Galway and the West Coast
2015	BT-IT	Italy	History, Culture, and Cuisine
2015	MR-CU	Cuba	Cuba: Myths and Realities
2015	PP-IT	Italy	The Economics of Rome: Past and Present

## Appendix E

### PREVIEW STUDENT QUESTIONNAIRE

#### Preview 2015 Assessment

No personal information will be gathered, preserved, or interpreted. The data entered, in so far that it is relevant to the goals of the survey, will be interpreted automatically by the survey program. The responses entered in this survey will have no bearing on the grade received. Please be honest and as accurate as possible in answering the following survey. Your answers will assist in improving the program where applicable.

1. Here you have the option to provide your name. As stated above, all responses to this survey will be kept confidential and used solely for evaluation purposes. You are not obligated to supply this information. Your name:

#### Preview 2015 Assessment

This survey provides a means to assess and evaluate the quality of the programming that includes a short term travel component (defined as less than a semester). The survey is intended for Previews at Arcadia University that include an off campus component, domestic or international.

The survey design is based on Standards of Good Practice for Short-Term Education Abroad programs from the Forum on Education Abroad, 2009. Your input will greatly improve future planning and course improvements. It will only take a few minutes to complete the survey. We greatly appreciate your time and input.

\* 2. Course name and number:

Choice your Course:

Preview Program	<input type="text"/>
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3. To what degree did this course have a clear defined academic purpose?

- ☐ Much more than most courses
- ☐ More than most courses
- ☐ About the same as others
- ☐ Less than most courses
- ☐ Much less than most courses
- ☐ Not applicable

4. To what degree do you feel the course requirements were appropriate for a 2-credit Preview course?

- ☐ Much more than most courses
- ☐ More than most courses
- ☐ About the same as others
- ☐ Less than most courses
- ☐ Much less than most courses
- ☐ Not applicable

5. Was the subject matter of the course appropriate to the Preview site?

- ☐ Yes
- ☐ No

6. To what degree did the travel portion of the program positively impact your understanding of the course material?

- ☐ Highly
- ☐ Moderately
- ☐ Minimally
- ☐ Not At All

7. How valuable do you feel this Preview experience was to your academic growth?

- ☐ Much more than most courses
- ☐ More than most courses
- ☐ About the same as others
- ☐ Less than most courses
- ☐ Much less than most courses
- ☐ Not at all

#### Preview 2015 Assessment

Please indicate to what degree each of the following was a goal for you in this course



8. Please indicate to what degree each of the following was a goal for you in this course

	Very High	High	Moderate	Low	Very Low	Not At All
Experiencing a new academic environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Growth in intellectual skills such as application of knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having an adventure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing places you have only read or heard about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning in a new environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining subject specific knowledge relevant to course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting local people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking out study abroad possibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning a new language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please indicate to what degree the program provided opportunities to

	Very High	High	Moderate	Low	Very Low	Not At All
Learn about a new culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a different perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spend a lot of time with locals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn to navigate in a culture other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a more global perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make connections with faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How well did this course contribute to your sense of cultural awareness?

- ☐ Much more than most courses
- ☐ More than most courses
- ☐ About the same as others
- ☐ Less than most courses
- ☐ Much less than most courses

11. To what degree did this course include opportunities for self reflection?

- ☐ Highly
- ☐ Moderately
- ☐ Minimally
- ☐ Not At All

12. How valuable do you feel this experience was to your personal growth?

- ☐ Much more than most courses
- ☐ More than most courses
- ☐ About the same as others
- ☐ Less than most courses
- ☐ Much less than most courses
- ☐ Not at all

#### Preview 2015 Assessment

13. How well did the pre-departure information you received from your leader prepare you for the experience?

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

14. How accurate were the cost estimates for the travel portion of the course?

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

15. During the travel portion of this course, approximately how much money would you say that you spent on meals?

- ☐ Less than \$10 a day
- ☐ \$10 - \$25 a day
- ☐ \$25 - \$50 a day
- ☐ More than \$50 a day

16. During the travel portion of this course, approximately how much money would you say that you spent on personal expenses (shopping, souvenirs, leisure activities, free time)?

- ☐ Less than \$100 total
- ☐ \$100 to \$250
- ☐ \$250 to \$400
- ☐ \$400 to \$700
- ☐ More than \$700

17. Please rate the quality of the health and safety information provided prior to departure.

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

18. To what degree do you feel the program followed policies regarding proper student conduct?

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

19. Did your leaders provide adequate support for the program during the travel portion of the course?

- ☐ Yes
- ☐ No

20. To what degree do you feel the facilities (housing, transportation, etc.) at the Preview site matched your expectations, given the information you were provided prior to departure?

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

21. Would you recommend this program to others?

- ☐ Yes
- ☐ No

22. Do you plan or hope to study abroad/away for a semester or academic year during your Arcadia career?

- ☐ Yes - I plan to study away at a domestic location in the US.
- ☐ Yes - I plan to study abroad at an international location.
- ☐ No - I do not plan to study away or abroad.
- ☐ I have already studied away at a domestic location in the US.
- ☐ I have already studied abroad at an international location.

Preview 2015 Assessment

23. What did you wish you would have been told about your travel destination prior to leaving?

24. What comments do you have regarding your faculty and staff leaders for the program? Please use this space to offer any feedback about your experience with the leaders.

25. What did you enjoy most about the course?

26. What did you enjoy the least about the course?

27. Please use the space below for recommendations or suggestions for improving any aspect of the course.

#### Preview 2015 Assessment

28. I am expecting my grade in this course to be:

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ F

29. Please summarize the Arcadia University Preview experience here. This should refer to the course itself or destination and its impact on your personal learning.

What you write in this space could be used for publication.

## Appendix F

### GROUND-UP CODES FOR COURSE DESCRIPTION TEXT

Course Discipline	Ground Up Code	# of Previews with Code	Example of Code
Text cites history or general socio-cultural issues throughout history	CULT/HIST	15	"The past is never dead" William Faulkner once wrote, "it's not even past". Throughout the course, and in our weeklong stay in Paris, we will work to understand the ways that the concept of revolution is written into the city, and embedded in the consciousness and identity of Parisians.
Text cites human rights and/or social justice issues with respect to location	HR-SJ	2	Through that lens they [students] will examine the lives' of immigrants, migrants, and refugees, often called "clandestine" due to their illegal status (and "invisibility" in the country and examine their lives' and the often-insurmountable obstacles they must overcome in order to live sane, safe, and productive lives.
Text cites issue or events of historical significance	HIST	7	Together, we will explore the historical context of the Cyprus conflict and the impact of its legacy on daily life.
Text cites studies into culture as a concept; beliefs, values, norms, behavior or other cultural patterns	CULT	1	This class will develop your understanding of how culture can be a lens through which we see the world.
Text cites issue to be compared between location and USA	COMP-USA	3	This course will seek to provide a direct correlation, musically and historically, to the South African Freedom songs with the

			Freedom Songs of the Civil Rights Movement in the US
Text cites discipline of music studies, or music situated historically or culturally	MUSIC-STU	3	Students will learn about the cultural and musical history of Vienna and Salzburg and the key musical influences that have inspired others all over the world
Text cites contemporary issues about a place or location	CONTMP	10	This course will consider multiple aspects of British culture from contemporary and historical perspectives. Topics to be covered include advertising, media, consumer culture; sports; multicultural society; music; the role of history in contemporary life; the culture of everyday life.
Text cites processes or facts of public policy or political science	POLY-SCI	1	Concepts as political life, citizen, republic will be analyzed with references in the ancient literature and archaeological discoveries will emphasize the daily life of the citizens.
Text cites topics in foreign language or language learning	LANG	5	Student will also learn basic Spanish for travelling: greeting and courtesy expressions, how to exchange money, how to get directions, how to order in a restaurant, and how to shop
Text cites processes or facts in conflict and conflict resolution	CONFL-RES	2	This preview course explores three themes related to peace and conflict resolution on the divided island of Cyprus: division, governance, and reconciliation
Text cites processes in ecology and water resources	ECOLOGY	2	The course uses concepts such as biodiversity and ecology to think about both the natural world (in the city and in the cloud forest) as well as linguistic diversity and bilingualism
Text cites learning about advocacy	ADVOCACY	1	We will explore human activities as grounded in one's cultural context and use photos and



organizations/methods			videos to collect and generate data that will support our understanding of social practices, its impact on the environment, and the development of environmental consciousness
Text cites discipline in the classics	CLASSICS	1	This course is about the formation of the Hellenic world between the end of the Late Archaic Period (6th century BCE) and the Classical Period (5th to 4th centuries BCE). The course will focus on the history, archeology and philosophy of what is called: Classical Period of Greece.
Text cites connection between location and American history	CONN-AMER	3	Students will learn about the interconnected relationship of Irish immigration and American history.
Text cites topics in food and cuisine	FOOD	2	No less important, we will also be enjoying the cuisine of Florence and Tuscany and become acquainted with its history and features.
Text cites issues and processes in economic or business science	ECON	2	Understand the economic forces behind the existence of The Eternal City, Rome. This course will explore basic economic principles through the study of ancient Rome and key business sectors that drive the modern economy. Learn not only how economics supported the Roman Empire but how these same principles operate in today's global environment.
Text cites study of artifacts in the fine arts	FINE ARTS	1	Students will be introduced to the multiple ways in which religious and cultural interactions produced unique architectural patterns, culinary lifestyles, and artistic.
Text cites concept of global awareness	GLOBAL	6	This course takes the premise that in order to participate fully in the world, students need to understand and speak other languages, engage

			with other cultures, and take a global perspective on the natural world
Text cites issues in modern religion or religious studies	RELIGION	1	Upon completion of this course students will have developed an appreciation and understanding and be able to describe differences among the 3 monotheistic religions which call Jerusalem a holy site.
Text cites topics in sports studies	SPORTS	1	As Brazil prepares to host the 2014 FIFA World Cup, students in Goal! Socio-cultural significance of Football in Brazil will examine the sport's influence on society, and the international prominence of Brazilian futebol
Text cites topics in international political relations	INTL-REL	3	We will learn an overview of Cuban history with special focus on US-Cuba relations, explore the culture of Cuba, and examine some of the characteristics and experiences of Cuban-Americans who have lived a bicultural existence for decades.
Text cites building community at the institution and between students	ARCADIA	1	As a Spring Preview course, some of its goals include: facilitate greater student engagement with Arcadia University and develop a strong affinity with members of the first year class.
	<b>Total Codes</b>	<b>73</b>	

## Appendix H

### GROUND-UP CODES FOR ASSESSMENT TEXT

Assessment	Ground Up Code	# of Preview with Code	Example of Code
Text cites activity to research and prepare and explain an itinerary for a location or time period during the in-country trip	ITINERARY	5	You will be assigned to a group to research and present on a certain neighborhood of Rome. This 10 minute presentation will be a brief introduction to the location, history, and economic significance. These are neighborhoods we will encounter during our travels to Rome so include information you think would be helpful for your fellow classmates to know.
Text cites out of class film/media and submitting a written review	MEDIA	3	Listen to "No More Taking Sides" - click radio show/podcast, upper left <a href="http://www.onbeing.org/program/no-more-taking-sides/134">http://www.onbeing.org/program/no-more-taking-sides/134</a> . Write a 2-3 page response paper on your reaction to the podcast (e.g. what caught your attention? What caused you to think differently about the situation? Are there places you disagreed?)
Text cites assigned reading and a graded response to the reading assignment for class	READING	8	Each week there will be assigned readings handed out in class or posted on Blackboard following class. It is the students' responsibility to check Blackboard for weekly readings. A one page reflection essay is due each week in response to the reading. Please approach these writings as opportunities to explore your personal relationship with food.

Text cites deliverable that focuses on learning the foreign language associated with the location of the in-country trip	LANGUAGE	8	Students will receive three Portuguese language quizzes throughout the term based on class instruction, textbook chapters, and learning activities.
Text cites participation standards during in-class or in-country time	PARTICIPATION	30	Students are expected to attend every class and arrive on time. The class is designed to be interactive, requiring students to actively participate in discussion and activities. Absences and excessive lateness will have a significant negative impact on the final grade. In addition, the professor makes occasional use of pop quizzes. If a student misses class, he/she should get the lecture notes from a fellow student
Text cites deliverable for global expo as a research paper	EXPO ESSAY	8	All the Preview groups participate in Arcadia's Global Expo, Friday, April 12th -time TBA. Our contributions will be provocative installations / performances that help others question their understandings of the purposes of travel, cultural identity, and trans-national experience; you will also turn in a 3-4 page orientation paper as part of this assignment; small groups are encouraged.
Text cites deliverable for global expo and poster presentation	EXPO POSTER	4	Using your researched project for the presentation -design a poster presentation that accurately captures your conflict assessment and the feedback you received. Grades are broken down into 3 elements: 1. Accuracy of information, 2.

			Incorporation of feedback from in-class presentation, 3. Creativity and inclusion of key parts of the assignment
Text cites deliverable for global expo without detail or with options for formatting of the deliverable	EXPO PRES	18	All Preview students are required to participate in the Global Exposition, which brings together all of the 2015 Preview participants for a presentation relevant to their course. Posters and presentations will focus primarily on course content, but should also consider; 1) what was learned about the people and culture from the Preview destination, 2) similarities and differences between the US and other cultures, or 3) what they have learned about global interconnections, inequity, or interdependence in the Preview course stood out about global interconnections, interdependence and inequity from the site.
Text cites deliverable for global expo in a multimedia format	EXPO MEDIA	4	The Expo Project will require you to work in small groups to produce a collaborative multimedia research and writing project that considers the way that the concept of revolution is written into the city of Paris -in its history, politics, arts, culture, and civic institutions. You can capture evidence in text, in photographs, or in video, but you must be sure to explicitly connect your observations with the course materials.
Text cites local field experience pre-trip and deliverable on topic related to	LOCAL EXPERIENCE	1	Working with your group members, you will summarize one aspect of the music scene in Philadelphia. These aspects are: artists, touring and shows, recording, promotion, distribution, and

local out of class experience			technology. You will base your presentation on the content and information provided by our guest speakers. You will also attend one show in the Philadelphia area (a list will be provided). The presentation in class should include music, photos, videos, artifacts, and interviews with show attendees. You can use powerpoint, Prezi, create wiki, or create a video - be creative.
Text cites individual presentation on a research or writing topic from class	PRESENTATION	6	A brief oral presentation to the class of your research findings for your background report
Text cites in depth pre-trip research presentation or a written literature review into a chosen issue or topic related to class content	RESEARCH	8	The primary purpose of a literature review is to provide your audience with an overview of what the experts are saying about the issue under investigation. Your review will update your audience on the recent research in the field. You will include at least 5 sources.
Text cites a written response reflection to integrate class, journal entries, and the in-country trip into a final reflective deliverable	TRIP REFLECTION	10	Each student will be responsible for a paper (1-2 pages) describing their feelings and reaction to one specific aspect of Spanish culture, such as art, architecture, immigration, food, social life, ect. How did this differ from your expectations or what you knew of Spain when first taking the course? You could also include if you have used your Spanish in Spain, in what situation you used, how you felt using, ect. While in Spain, anything and everything may be used as a learning experience.

Text cites journal assignments during the in-country trip	TRIP JOURNAL	8	The reflective journal is your personal space to record and narrate your private experiences during this course. Starting in the first class, you should begin to think critically about class discussions and course readings, and infuse this learning with your own thoughts, opinions, and experiences. During our trip to Chile, you should use your journal to describe why global interconnections, interdependence, and inequity matter to you. A good journal includes thoughtful analysis of the course topics but is not limited to sketches, collages, dreams, drawings, artifacts, and conversations. During the trip to Chile you will be expected to make at least 3 journal entries. Journals must be submitted at the end of travel, on arriving in the USA from Chile.
Text cites journal throughout semester course and through the in-country experience	CLASS JOURNAL	9	Writing your thoughts, observations and questions is an integral part of experiential learning. You will be required to spend a bit of time each day of class in Glenside and each day in Cuba to reflect on what you are hearing, thinking, reading, and experiencing. This does not have to be elaborate or systematized -it need only be honest and reflective. Going back and re-reading and responding to previous entries is a marvelous way to record your growth. Each entry should be dated. Journals will be submitted to the instructors and returned to you at the end of the semester.

Text cites deliverable in class in order to prepare students for the field work during the in-country trip	PREP TRIP	2	A brief written assignment in class about the student's particular reason and interest in visiting Jerusalem and the expectations for that weeklong experience
Text cites tests or quizzes in class without any specific description of the content	TEST	3	There will be a 30 minute quiz on Blackboard, on the material covered in class
Text cites short essay writing on a specified academic topic related to the class during the pre-trip period	ESSAY	14	Students are required to submit (2) two writing assignments during the semester. These assignments are designed to support in class topics and conversations. Each writing assignment will provide students with the opportunity to demonstrate independent learning and apply their individual interests. Writing assignments will be posted on the course Blackboard site with the assignment due date and should be two to three written pages and show a deeper understanding of the subject matter and an effort to engage with the subject matter.
Text cites a comparative analysis between class content and trip experiences using a multimedia deliverable to describe and	MM (MULTIMEDIA) COMPARE	3	The multimedia product will be shared with the class and will be presented at the Global Expo. In your group, you will use Web 2.0 tools to create a comparative analysis of some aspect of the urban music scene in Philly vs. London. You can use videos, articles, playlists, and other online content. You should also collect artifacts (e.g. video, audio, photos, flyers, ect.).



analyze comparison			
Text cities graded activity during in-country trip (besides journal)	FIELD WORK	5	The week we spend in Paris is not just for fun -it's also designed to be part of the academic credit you receive for this course. With this in mind, in Paris we will also engage in Field Work - visiting cultural sites, discussing connections between our reading assignments and the experience of Paris, and collecting materials for the Expo project
Text cites observational research activity and an analysis writing of the method of observational learning	OBSERVATION	1	Each student will be responsible for visiting an assigned site with a partner prior to the trip and closely observing the behavior of other people for 30 minutes. Students will be expected to write a 1-2 page paper describing what they observe, either verbal or non-verbal. They are also expected to include how they fit into the environment, how people react to them observing. Students are to think of themselves as a scientist, carefully and objectively observing their subjects. The purpose of this assignment is to learn active observation.
Text cites assessment without specific information about content/type	OTHER	5	You will be given writing assignments throughout the course, sometimes in class and sometimes at home. All of these assignments must be completed.
	<b>Total Codes</b>	<b>163</b>	

## Appendix G

### GROUND-UP CODES FROM LEARNING GOAL TEXT ON SYLLABI

Learning Goal	Ground Up Code	Number of Courses with Learning Goal	Example of Code
Text cites specific historical facts and historical interpretation	LEARN HISTORY	9	Students will articulate how Paris, as a political center, a physical place, and cultural site, has been shaped by revolutionary movements since 1789.
Text cites personal learning and reflection on class and in-country experiences	REFLECT LEARNING	4	Students will compare and differentiate between knowledge gained through text-based study in Glenside and through experiential learning during Paris travel.
Text cites comparison of issue with similar issue in the United States	COMPARE USA	10	Identify similarities and differences between Italian and American food culture.
Text cites learning about music and the role of music in society	LEARN MUSIC	4	Students will explore a variety of musical genres in South Africa and learn about their role in politics and identity formation in Cape Town across history & at the present.
Text cites general understanding of location in history and contemporary times	LEARN CONTMP	11	Understand the place of Tuscany generally and Florence specifically in Italy's past and present.
Text cites non-native language learning	LEARN LANG	3	Apply the knowledge acquired in the classroom in order to communicate and survive in a Spanish speaking country.
Text cites learning processes of conflict resolution applied to an issue at the location	LEARN CONFL RES	2	Students will come away from the course with an enhanced understanding of indigenous issues, sustainable development, and local conflict management initiatives in Costa Rica and surrounding regional areas.

Text cites working to carry out dialogue across differences between peoples	LEARN DIALOGUE	1	Connect Arcadia students with their Irish counterparts so they can learn from peers about Irish culture, education systems, careers, their concept of America and hopefully, establish relationships they can continue once they have returned home.
Text cites learning how to use technology in class activities and assignments	LEARN TECH	1	Use web 2.0 tools to articulate knowledge gained through class.
Text cites learning principles of economics and the realities of economic transactions in the location	LEARN ECON	1	Explain and evaluate the effects of new technology, global economic interdependence, and competition and development of national policies on the lives of individuals and families in the United States, Italy, and the world.
Text cites learning about the trends and realities in fine arts and architecture in the location	LEARN ARTS	1	Analyze and compare modern trends in the cultural arts of the area.
Text cites students developing global or international cultural awareness	DEVEL GLOBAL	7	Come to a deeper, more sophisticated understanding of cross-cultural communication
Text cites learning about religion and religiosity	LEARN RELIG	1	Discuss commonalities and differences of the several major religious sites.
Text cites learning about or doing archeology	LEARN ARCH	2	Have a first experience of archaeological field work.
Text cites learning about sports and society	LEARN SPORTS	2	Demonstrate an understanding of socio-cultural and economic significance of football in Brazil.
Text cites learning about the method of historical study	HIST STUDY	1	Be competent at interpreting the archeological, historical, and folkloric data in order to detect the present through the past.

Text cites learning about the classical world	LEARN CLASSICS	2	Understand the philosophical, historical, and political relation that connects the ancient world with the modern.
Text cites specific learning in political science and citizenship studies	LEARN POLYSCI	2	Articulate the ancient and modern ethnographic connections running throughout the concepts of "political life", "citizenship", and "republic".
Text cites learning about gastronomy food	LEARN FOOD	1	Challenge one's own palate and relationship with food.
Text cites travel experiences to broaden worldview	BROADEN VIEW	4	Experience historic and contemporary sites directly and first hand
Text cites specific topics in ecology, environment, and human action	LEARN ECOLOGY	1	Collect, synthesize, and describe human's use, benefit, dependency on water in the socio-cultural context.
Text cites studies into international or diplomatic relations between countries	LEARN INTLREL	3	Through class discussion, course materials and texts and the week cultural immersion experience students will develop a critical stance that they can apply at this crucial juncture in US-Cuba relations.
Text cites learning goals about methods and discipline in social sciences	LEARN SOCIALSCI	1	Understand the concept of personal agency and social facts.
Text cites learning in popular culture, historically and in modern society	LEARN POPCULT	1	Analyze how effectively museums and other sites present aspects of British popular culture.
Text cites learning goal that relates to Arcadia University institutional program for first year students	ARCADIA FIRST	8	To develop critical reading, thinking, writing, discussion, and oral presentation skills through careful analysis and evaluation of Dracula and, optionally, related critical texts.
	<b>Total Codes</b>	<b>83</b>	

## Appendix I

### GROUND-UP CODES FOR FIELD STUDY ACTIVITY

Field Study Activity	Code	Number of Previews with Code	Total Number of Codes	Example Activity from Preview
Text cites activity to learn about farm production or exportation	AGRICULTURE	6	7	visit to family wine and olive oil farm
Text cites activity at an art, music, or performance institution	ARTS	10	12	Cueca Dance Lesson
Text cites activity at a location of trade or business	BUSINESS	2	3	morning visit to Pennsylvania trade office, Shanghai
Text cites visit to a significant landmark or site	CULT/HIST SITE	15	21	Notre Dame Cathedral and Ile de la Cite
Text cites dialogue with in-country people/actors	DIALOGUE	7	12	meet with residents of Kfar Etzion Settlement
Text cites free time or non-related activity	EXTRA	26	46	free optional activities
Text cites activity at a natural site or national park	FIELD	12	26	cloud forest tour in Curri Cancha
Text cites class work in historical field work	FIELD WORK	1	1	archaeological field work
Text cites cooking lesson or learning about gastronomy	FOOD	5	8	pizza lesson and dinner

Text cites time for group discussion	GROUP	3	3	group discussion
Text cites language learning activity	LANG	1	1	survival spanish – UPAEP
Text cites academic lecture during in-country activity	LECT	18	40	lecture: Cuba's economy
Text cities visit to local open air market	MARKET	10	10	visit local daily market
Text cites use of social media in country for class requirements	MEDIA	1	5	Google Site & Twitter update
Text cites visit to museum	MUES	26	63	visit to British Museum
Not enough information to determine activity type	NO DETAIL	2	9	Varosha
Text cites orientation activity on arrival	ORIENTATION	10	10	neighborhood orientation
Text cites activity to learn about the political context in country	POLITICS	1	3	High Court of Justice - Lecture by judicial clerk, tour of the building, view argument if available
Text cites class activity to prepare for field study	PRETRIP	5	7	Philadelphia Orchestra at Kimmel Center
Text cities activity at a religious institution or site	RELIGION	4	4	mass at Galway cathedral
Text cities activity in a scientific institution or site	SCIENCE	1	1	visit to astronomical observatory and IPMet

Text cites activities of service learning work	SERVICE	3	11	service project schools for sustainability
Text cites an activity at a sporting event	SPORTS	3	4	soccer Berlin - Hertha v. Duisburg
Text cites walking tour or visit to a general location	TOUR	30	71	1968 student protest walking tour
Text cites time for travel to another location	TRAVEL	13	21	travel to north coast
Text cites activity at a local university or school	UNI/SCHOOL	9	15	afternoon tour of campus with local students
	<b>Total codes</b>	<b>224</b>	<b>414</b>	

## Appendix J

### TYPE OF ASSESSMENT CODES PER PREVIEW COURSE

Course	Code 1	Code 2	Code 3	Code 4	Code 5
Authentic Ireland: Galway and the West Coast	READING	PART <sup>22</sup>	EXPO PRES	ESSAY	FIELD WORK
History, Culture, and Cuisine	PART	EXPO PRES	TRIP REFLECTION	TRIP JOURNAL	ESSAY**
Archeology and the Culture of Storytelling	PART	EXPO PRES	ESSAY		
Cultural Crossover and Change	PART	EXPO PRES	PART	RESEARCH	TRIP JOURNAL
Between Calpyso and Carnival: Multiculturalism and Globalization	PART	EXPO PRES	ESSAY**	OTHER	
Culture as a Lens: South Korea	PART	EXPO MEDIA	CLASS JOURNAL	ESSAY**	
Divided Cities, Divided Island	PART	EXPO MEDIA	RESEARCH	TEST	
State Religion, Practices of Magic and Superstition	EXPO ESSAY	ESSAY****			
Education, Democracy, and Radical Politics	PART	EXPO PRES	PRES <sup>23</sup>	TRIP REFLECTION	ESSAY
Goal! Socio-cultural Significance of Football in Brazil	LANGUAGE	PART	EXPO PRES	TRIP REFLECTION	ESSAY***
Fiction and Film in Edinburgh	EXPO ESSAY	OTHER			
French Revolutions!	ITINERARY	READING	PART	EXPO MEDIA	FIELD WORK

<sup>22</sup> PART = Abbreviation for PARTICIPATION

<sup>23</sup> PRES = Abbreviation for PRESENTATION



The Goodwill Ambassadors	EXPO ESSAY	PRES	RESEARCH	OTHER	
Metropole Berlin	ITINERARY	MEDIA	PART	EXPO ESSAY	TEST
The Mediterranean at the Crossroads	PART	EXPO ESSAY	PRES	CLASS JOURNAL	
This Sea is not my Home: Immigration, Migration, and Social Justice	PART	EXPO PRES	TRIP REFLECTION	CLASS JOURNAL	
The City of Paris: The Medieval to the Modern Metropolis	PART	EXPO PRES	TRIP REFLECTION	TRIP JOURNAL	OTHER
Cuba: Myths and Realities	PART	EXPO PRES	RESEARCH	CLASS JOURNAL	
Jerusalem: Major Religions	MEDIA	EXPO PRES	PREP TRIP		
Experience the Music and Culture of Austria	PART	EXPO PRES	PRES	TRIP JOURNAL	ESSAY**
Exploring the Urban Music Scene in London and Philadelphia	PART	LOCAL EXPERIENCE	MULTIMEDIA COMPARE		
Identity, Politics, and Music in Cape Town	MEDIA**	PART	EXPO ESSAY	CLASS JOURNAL	
Nature, Bilingualism, and Education at Home and in the Cloud Forest	READING	PARTICIPATION	EXPO PRES	CLASS JOURNAL	
Japan, the Old Heritage and Anime/Pop Culture World	PART	EXPO PRES	CLASS JOURNAL	TEST	OTHER
British Popular Culture: Past and Present <sup>24</sup>	ITINERARY	PART	EXPO MEDIA	TRIP JOURNAL	MM COMPARE
The Economics of Rome: Past and Present	ITINERARY	PART	EXPO POSTER	PRES	CLASS JOURNAL

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<sup>24</sup> Includes two additional codes: Code #6 & Code #7 are both ESSAY

The Eternal City	PART	EXPO PRES	TRIP REFLECTION	TRIP JOURNAL	ESSAY
Sustainable Development and Indigenous Rights in Costa Rica	PART	EXPO POSTER	RESEARCH		
Service Learning in Dominican Republic	READING**	PART	EXPO POSTER	RESEARCH	TRIP REFLECTION
Food of Tuscan Farmers	READING	PART	EXPO PRES	TRIP JOURNAL	
Service Learning in Mexico	ITINERARY	CLASS JOURNAL	PREP TRIP	FIELD WORK	
Tradition and Modernity <sup>25</sup>	READING	LANGUAGE	PART	EXPO PRES	TRIP REFLECTION
Changing Urban Landscapes <sup>26</sup>	PART	EXPO PRES	RESEARCH	TRIP REFLECTION	ESSAY
The Wild, Wild East: From Silk Road to Superinformation Highway	EXPO ESSAY	RESEARCH	ESSAY		
Water, Water Everywhere	PART	EXPO POSTER	TRIP REFLECTION	MULTIMEDIA COMPARE	
Wearing of the Green: Ireland and the Irish Today	PART	EXPO PRES	TRIP JOURNAL	ESSAY**	

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<sup>25</sup> Includes two additional codes: Code #6 - FIELD WORK and Code #7 - OBSERVATION

<sup>26</sup> Includes one additional code #6 - FIELD WORK

\* indicates the number of repeated assessments of the same code: For example, ESSAY\*\* indicates a total of three ESSAY codes

## Appendix K

### RELATIONSHIP BETWEEN COURSE ASSESSMENT CODES AND COURSE ACTIVITIES

<b>Course Title</b>	<b>Different assessment categories</b>	<b>Total assessment activities</b>
Food of Tuscan Farmers	4	4
Goal! Socio-cultural Significance of Football in Brazil	5	7
Archeology and the Culture of Storytelling: The Golden Age of Greece	3	3
The City of Paris: The Medieval to the Modern Metropolis	5	5
Between Calpyso and Carnival: Multiculturalism and Globalization in Trinidad and Tobago	4	5
Jerusalem: Major Religions	3	3
The Eternal City	5	5
The Wild, Wild East: From Silk Road to Super Information Highway	3	3
Service Learning in Mexico	4	4
Metropole Berlin	5	5
Fiction and Film in Edinburgh	2	2
The Goodwill Ambassadors	4	4
The Mediterranean at the Crossroads	4	4
Nature, Bilingualism, and Education at Home in the Cloud Forest	4	4
Romania: Cultural Crossover & Change	5	5
Spain: Tradition and Modernity	7	7
British Popular Culture: Past and Present	6	7
Identity, Politics, and Music in Cape Town	4	5
Darkness and Light: From Spells in Hymns - State Religion, Practices of Magic and Superstition in Ancient Greece	2	5
This Sea is not my Home: Immigration, Migration, and Social Justice in the Sicilian Context	4	4
Wearing of the Green: Ireland and the Irish Today	4	5

Water, Water Everywhere	4	4
Changing Urban Landscapes	6	6
Get Your Groove On: Exploring Urban Music Scene in London and Philly	3	3
Divided Cities, Divided Island	4	4
Sustainable Development and Indigenous Rights in Cost Rica	3	3
Experience the Music and Culture of Austria	5	6
Japan, the Old Heritage and Anime/Pop Culture World	5	5
French Revolutions!	5	5
Education, Democracy, and Radical Politics in Chile	5	5
Service Learning in Dominican Republic	5	6
Culture as a Lens: South Korea	5	6
Authentic Ireland: Galway and the West Coast	5	5
History, Culture, and Cuisine - Tuscany in Italian and Intl Context	5	6
Cuba: Myths and Realities	4	4
The Economics of Rome: Past and Present	5	5
<b>Total Codes</b>	<b>156</b>	<b>169</b>

## Appendix L

### CLASS JOURNAL ASSIGNMENTS

MU-SA	Students will be asked to respond to a series of prompts both prior to departure and during the trip. The reflective journal questions are designed to encourage students to think about a variety of questions: what their expectations are, who they are, how their identity and social position influence their everyday social experience both in the United States and South Africa, how our experience is mediated by our expectations and encounters with various people in South Africa.	Reflective Journal	25%
PC-JP	Journal writing	Journal Writing	20%
MI-SI	You will be required to keep a journal starting from the first day of class and continuing all through the course and our stay in Sicily. A good journal can include sketches, colleges, impressions, ect. This journal should be kept continuously as it will be very obvious to me if you decide to write 10 weeks of "impressions" in one sitting! This journal should explore feelings you have, for instances about outsider/insider status, the comfortable way you feel (or don't feel) in your own culture, the way you feel upon landing in Sicily: first impressions on the ground. Are the people friendly? Distant? Are they what you expect? Do you like the food? Can you communicate easily? What do you think of what we are learning? I will be looking for (and grading on) a comprehensive and thoughtful account of your thoughts and experiences. CAVEAT: this is not something that you can replicate the night before your journal is due.	Portfolio	25%
CL-SK	Reflective journals	Reflective Journal	20%
PP-IT	You will make your own observation journal to use before and while we are in Rome. You will complete some entries in this book prior to travel. During the travel portion, you will have entries for different activities, including your excursions and visits. A final reflection entry is required after we return to Glenside (for a total of	Journal	35%

	12 entries). Each entry should be at least one page (300 words) in length and should reflect on the activity, event, or visit. We encourage you to be creative, so feel free to include any images, sketches, ticket stubs, or photos with your entries. This journal is meant to be informal and personal in tone but should be written with an economic perspective. This perspective should analyze and evaluate your observations in addition to documenting them. A journal that will receive full marks is one that fulfills the requirements (i.e. all entries are complete and present), is legible, and displays thoughtful developed reflections. The Philadelphia entries will be due prior to travel. The final journal will be due the week before the Global Expo.		
MR-CU	Writing your thoughts, observations and questions is an integral part of experiential learning. You will be required to spend a bit of time each day of class in Glenside and each day in Cuba to reflect on what you are hearing, thinking, reading, and experiencing. This does not have to be elaborate or systematized -it need only be honest and reflective. Going back and re-reading and responding to previous entries is a marvelous way to record your growth. Each entry should be dated. Journals will be submitted to the instructors and returned to you at the end of the semester.	Journal	15%
NB-CR	Global Connections Journal: This is the central assignment of the course. This journal provides a chance to explore and analyze global connections - particularly those that address bio/linguistic diversity and multilingual/natural ecologies locally and in Costa Rica. Each week for 10 weeks students write a journal entry that does the following: a) describes specific experiences you have had with language and the natural world during the week. Be very specific about what happened. This semester we are paying special attention to food footprints, tracing the origins of the food we eat, food security and insecurity, ect. Your experiences can include nature writing, experiences on Live Mocha <a href="http://livemocha.com">http://livemocha.com</a> (at least four times during the semester) and in the field; b) address the ways that these experiences are connected to the themes and readings for the course in specific ways; c) discuss the Global Connections themes of interconnectedness, interdependence, and/or inequity in relation to experiences and readings. Students are encouraged to use a blank book or small notebook for their journal. Entries do not need to be typed. Creativity is encouraged. Journal	Global Connections Journal	40%

	can be used for other note-taking planning purposes in the course, but entries should be clearly marked and legible.		
MC-SM	Throughout the semester, you will be required to keep a Reflection Journal. Often when we travel, we learn unexpected things about ourselves and the world around us. The purpose of this assignment is to help you reflect on who you are in the eyes of others, how travel changes the way you perceive yourself and the way others perceive you and to think critically about the limits of what you can know and learn in the process of travelling. You will be given a series of specific assignments or prompts for this journal. You are expected to respond to this general prompt. In some case, the journal assignment requires that you seek out a particular type of experience. In all, there will be 9 prompts/entries (at minimum): 4 prior to the trip, 4 during the trip, 1 following the trip. You will be expected to be as detailed, concrete and reflective as possible.	Reflection Journal	25%
SL-MX	Each student is required to keep a journal during the process of the class. The finished journal will be posted on the ning.com for the class. The student will be expected to post at least 10 images from his/her experience along with a minimum 1000 word journal.	Journal	25%

## Appendix M

### FIELD STUDY JOURNAL ASSIGNMENTS

Course Code	Journal Text	Journal Assessment	Grade %
ED-CH	Starting in the first class, you should begin to think critically about class discussions and course readings, and infuse this learning with your own thoughts, opinions, and experiences. During our trip to Chile, you should use your journal to describe why global interconnections, interdependence, and inequity matter to you. A good journal includes thoughtful analysis of the course topics but is not limited to sketches, collages, dreams, drawings, artifacts, and conversations.	Reflective Journal	20%
MU-AS	Attendance at all trips/events, compile a daily journal or photo journal, group meeting in Austria to discuss experiences	Journal	20%
WG-IR	During field portion of the course, students are required to keep a journal, writing down their experience through the lens of both sameness and differences. Reflecting upon the places we visited, people whom you met/spoke/saw, unexpected difficulties or pleasures, direction challenges to one's conceptions	Reflection Journal	20%
BT-IT	Journal to be written while in Florence	Journal	NA
CC-RM	Each individual student will prepare a travelogue or travelblog documenting his or her experience abroad. This travel journal may take a variety of creative forms. It will be graded -holistically- and will serve as the foundation for individual participation in the Global Expo.	Travel Journal - Travelogue or Travelblog	40%
EC-IT	Journal to be written while in Rome	Journal	NA
MM-FR	Journal entries	Journal	NA
TF-IT	Students are required to keep a daily journal while in Italy. This is an opportunity to record your observations of the similarities and differences in lifestyle, food style, and landscape between your home and host environment. Your journal content and reflective writing can be used as the foundation for your final project. A copy of your writing must be handed in before the Expo.	Italy Food Journal	25%



## Appendix O

### FIELD STUDY CODES PER EACH PREVIEW<sup>27</sup>

Course Code												# of Types	Total #
AU-IR	TOUR	MUES	EXTRA	LECT	SCHOOL*	FIELD*	RELIGION					7	10
BT-IT	TOUR**	MUES	EXTRA	FOOD								4	7
CC-GR	TOUR**	MUES	LECT**	CULT/HI ST	ORIENT	TRAVEL	FW					7	12
CC-RM	TOUR	MUES***	CULT/H IST	SCHOOL	TRAVEL							5	9
CC-TT	TOUR	LECT*	EXTRA* *	BUSINES S*	TRAVEL*	FIELD*** *	AGRICULT					7	16
CL-SK	MUES**	EXTRA*	SCHOO L*	CULT/HI ST*	RELIGION	ARTS	GROUP					7	12
DI-CY <sup>28</sup>	ND*****	TOUR	EXTRA*									2	9
DL-GR	MUES*****	LECT**	CULT/H IST	TRAVEL *	MARKET							5	12
ED-CH	TOUR*	MUES*	EXTRA	DIALOG UE*	FIELD	ARTS	MARKET	SCHOO L	FOOD			9	12
FB-BR	TOUR	MUES	LECT** *	EXTRA	SPORTS*	SCHOOL*	DIALOGUE	AGRIC ULT	TRAVE L**	SCIEN CE		10	17

<sup>27</sup> Course Codes represent the title of the Preview. For a cross list between codes and titles see Appendix D

<sup>28</sup> ND = 'No Detail' about field study activity included in the syllabi

FF-SC	TOUR*	LECT*	EXTRA**	ARTS*	FIELD	TRAVEL						6	12
FR-FR	TOUR*	MUES**	FIELD	CULT/HI ST**								4	10
GA-UK	TOUR	EXTRA	POLITIC S***	SCHOOL	ORIENT							6	8
MB-GE	TOUR***	MUES*	EXTRA* ***	CULT/HI ST*	MARKET	SPORTS	ORIENT					7	16
MC-SM	TOUR	MUES	LECT	CULT/HI ST*	EXTRA	GROUP	MARKET	TRAVE L	DIALO GUE	ORIEN T		10	11
MI-SI	TOUR**	MUES	LECT*	CULT/HI ST	EXTRA	PRETRIP	MARKET	FOOD	FIELD	AGRIC UTL	ARTS	11	14
MM-FR	TOUR*	MUES****	CULT/H IST*	TRAVEL *	ORIENT							5	12
MR-CU	TOUR*	MUES*	LECT*	EXTRA	FIELD	PRETRIP	MARKET	ARTS				8	11
MR-JR	TOUR***	MUES**	LECT** *	DIALOG UE***	ORIENT	ARTS	CULT/HIST					7	18
MU-AS	TOUR**	MUES**	EXTRA	PRETRIP *	ARTS	ORIENT						6	11
MU-LN	TOUR***	MUES*	EXTRA	PRETRIP *	LECT	MARKET	ARTS					7	12
MU-SA	TOUR*	LECT***	MUES	DIALOG UE*	EXTRA	ARTS*						6	12
NB-CR	LECT	EXTRA*	CULT/H IST	AGRICU LT*	SERVICE	DIALOGU E	FIELD*	RELIGI ON	TRAVE L*			9	14
PC-JP <sup>29</sup>	ND**	MUES*	EXTRA*	CULT/HI ST								4	8

<sup>29</sup> ND = 'No Detail' about field study activity included in the syllabi

PC-UK	TOUR***	MUES**	LECT*	EXTRA								4	10
PP-IT	TOUR	MUES**	EXTRA**	LECT**	SPORTS	CULT/HIS T	SCHOOL	MARK ET				7	15
EC-IT	MUES****	TOUR*	OREINT									3	8
SD-CR	TOUR	LECT	EXTRA	FIELD**	TRAVEL*	AGRICUL T						6	9
SL-DR	SERVICE**	FIELD	FOOD									3	7
TF-IT	TOUR*	EXTRA*	FOOD**	CULT/HI ST	ORIENT	AGRICUL T	FIELD					7	11
SL-MX	TOUR**	MUES	EXTRA*	SERVICE ***	LANG	TRAVEL						6	12
TM-SP	TOUR***	MUES*	EXTRA*	OREINT								4	10
UL-CH	TOUR**	MUES**	SCHOO L**	DIALOG UE	TRAVEL							5	11
WE-CH	TOUR	LECT	EXTRA	SCHOOL *	MARKET	CULT/HIS T	TRAVEL	BUSIN ESS				8	9
WE-PL	TOUR*	FIELD****	MEDIA* ***	EXTRA	MARKET	RELIGION	ARTS	PRETR IP				8	17
WG-IR	TOUR**** *	MUES**	LECT									3	10

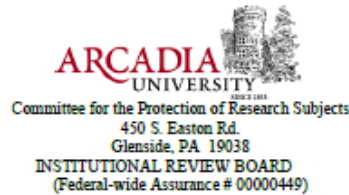
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\* indicate repeated field study items in the same category. A field study itinerary with TOUR\*\* has a total of three activities coded as TOUR

<sup>29</sup> Course Codes represent the title of the Preview. For a cross list between codes and titles see Appendix D

## Appendix O

### INSTITUTIONAL REVIEW BOARD APPROVAL



March 16, 2016

Protocol #: 15-03-16

PI: Tippet

Faculty Advisor: Dr. Mouza

Title: Investigating the operation of internationalization mission goals of Arcadia University

Dear Mr. Tippet,

As Chair of the Arcadia University Institutional Review Board, I received and reviewed your proposal "Investigating the operation of internationalization mission goals of Arcadia University". It was determined that your research project qualifies for exempt status as of March 16, 2016 on the basis of: CFR 45, Section 2 Category 1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods; CFR 45, Section 2 Category 2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, *unless*: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers (e.g. social security numbers) linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation; CFR 45, Section 2 Category 4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Please keep this letter on file for future reference along with all materials from your study for a period of at least three years beyond the end of the project. Federal law requires annual review of research projects using human subjects and more frequently if requested by the IRB. It is the investigator's responsibility to apply for continuing review of ongoing research at least annually or more often if required by the funding agency. However, at this time, we do not need to review this project again, unless there is a substantial change in the protocol or if an unexpected or adverse event occurs.

Under the provisions of Arcadia University's Federal-Wide Assurance for compliance with the Department of Human Health Services Regulations, the principle investigator is directly responsible for submitting to the IRB any change in the research or consent document(s) especially that which might change this project from exempted to reviewed.

Thank you for your cooperation with that Arcadia University IRB. We wish you well in your research endeavors.

TEL: 215.572.2900 WWW.ARCADIA.EDU  
450 S. Easton Road, Glenside, PA 19038-3295  
*WISDOM TO GROW ON, WORLDS TO EXPLORE*