

DIVE:

A four-step framework for creating
meaningful short-term experiences
abroad



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- * Assistant Director, Overseas Living & Learning Communities, Georgetown University
- * More than 15 years experience in the field of International Education
- * Working with faculty, administrators and students to create community-based learning environments
- * Program development, program assessment and impact of teaching abroad on faculty members



Dr. Elizabeth (Betsi) Stephen

- * Associate Professor of Demography, Walsh School of Foreign Service, Georgetown University
- * More than 25 years experience in higher education
- * Teaching abroad experiences in Spring 2013 (Fiesole, Italy) and Fall 2014 (Alanya, Turkey)
- * Demography, technology-enhanced learning, high-impact educational practices



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Developing Learning Goals

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Incorporating Culture into the Curriculum

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Viewing Culture Through Reflection

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Exploring Learning Through Assessment



High-Impact Educational Practices

George D. Kuh

- * **Diversity/global learning**
- * **First-year seminars/experiences***
- * **Common intellectual experiences**
- * **Learning communities**
- * **Writing-intensive courses**
- * **Collaborative assignments and projects**
- * **Capstone courses/projects**
- * **Undergraduate research**
- * **Service learning; community-based learning**
- * **Internships**



Developing Learning Goals



Developing Learning Goals

Types of Goals

ACADEMIC

PERSONAL GROWTH

INTERCULTURAL COMPETENCY



Must be Measurable and Realistic

Developing Learning Goals

Case Study #1: HIST 102

GROUP ACTIVITY

Identify learning goals

From un-realistic to realistic

Making sure they are measurable (how will you know?)

INDIVIDUAL ACTIVITY

Create 3 learning goals for your own
overseas course or program



Incorporating Culture into the Curriculum



Incorporating Culture into the Curriculum

cul • ture
\'kæl-chər\



- * the beliefs, customs, arts, etc., of a particular society, group, place, or time
- * a particular society that has its own beliefs, ways of life, art, etc.
- * a way of thinking, behaving, or working that exists in a place (or organization)

Incorporating Culture into the Curriculum

COMMUNICATION

PROBLEM SOLVING

EXPECT/PREDICT
BEHAVIORS



BUILDING
RELATIONSHIPS

UNDERSTANDING THE CONTEXT
IN WHICH EVENTS HAPPENED

Incorporating Culture into the Curriculum

Group Think: Cultural Activities

GROUP ACTIVITY

Pre-departure, during, post-program
HOST culture vs. HOME culture

INDIVIDUAL ACTIVITY

Where can you build culture into the curriculum of your overseas course or program?



CULTURE – GROUP THINK

- * Pre-departure cultural discussions
- * Pre-departure courses
- * Read common articles that have to do with culture and content of study
- * Local/national trips before going abroad
- * Facebook groups – posting articles and news
- * Discussions
- * Using returnees to prep students
- * Have student groups research aspects of culture and present out to the class
- * Guest speakers
- * Faculty require students to present on-site
- * Pre- and post meal with faculty member from the site
- * Extra and co-curricular cultural activities
- * Using local guides (host nationals) to get cultural perspective
- * Use role-play to get different cultural perspectives – from their own to others
- * Scavenger hunts, photo journals
- * Pre-departure webinars/skype calls with host nationals to ask questions
- * On-the-ground networking events to talk with businesses
- * Identify cultural biases and explore
- * Language department training pre-departure (exposure to the language/culture)
- * On-site intercultural courses focused on reflection – learn FROM the culture rather than about the culture
- * Facebook “Reflection of the Day” – what students have seen, done, perceived
- * Assigned tasks to interview host nationals to gain perspective



Viewing Culture Through Reflection



Viewing Culture Through Reflection



	PERSONAL	GROUP
HOST	Each student keeps a journal with observations on the host country	Safe Questions– placed in a hat; each participant reads one for discussion
HOME	Reflective paper - new perspectives on ways things are done back home	Photo exhibit of things they miss the most from home

Viewing Culture Through Reflection

Case Study #2: City of Florence

VILLA LE BALZE GOALS

To provide a capstone for students' academic experience during their semester at Villa Le Balze by giving them a chance to learn and talk about the city of Florence;

And to provide students an opportunity to learn independently in and through the community.



Viewing Culture Through Reflection

City of Florence Case Study

ORIGINAL STRUCTURE

- * 1 credit course on semester program
- * Meets once a month for an on-site visit in Florence followed by a group lunch
- * Students prepare an individual project on an aspect of Italian culture they find interesting and present it to the group at the end of the semester



Viewing Culture Through Reflection

City of Florence Case Study



Innovations for 2013-14

- * Added the City of Florence on-line museum
- * Archives the student projects, so that successive cohorts build on previous cohorts
- * Added a reflection paper
- * Makes the learning visible to students, their families at home, faculty in Italy and back on main campus of GU; try to “Mind the Gap” by bridging study abroad to main campus

Viewing Culture Through Reflection **City of Florence Case Study**

Let's look at one exhibit

<https://apps.cndls.georgetown.edu/projects/florence/>



Viewing Culture Through Reflection

City of Florence Case Study



Reflection Paper

- * When I arrived at Georgetown, I hoped to find a passion.
- * ...after two years at Georgetown, I found I had a passion for justice, which I attacked most specifically from the angle of workers' rights. I was fascinated by unions, their good and bad aspects.

Viewing Culture Through Reflection

City of Florence Case Study

Reflection Paper cont'd

- * ...it was only natural that when I arrived in Florence, I heard the word “strike” and my ears perked up.
- * I made it my mission to do a project on the Florentine labor scene, and ataf was the most natural choice, seeing as it had recent protests.
- * Did this [project] open up ideas for research for me? How could it not?



Exploring Learning Through Assessment



Exploring Learning Through Assessment

The ultimate form of reflection



Exploring Learning Through Assessment

Formative and Summative Assessments

- * Concept Quizzes **F**
- * Short Writing Assignments **F**
- * Discussion Groups/Class Participation **F**
- * Technology-enhanced (clickers, surveys, blogs) **F,S**
- * Comprehension Exams **S**
- * Oral Presentations **S**
- * Group Projects **S**
- * Portfolios **S**



Exploring Learning Through Assessment

Case Study #1: HIST 102 - revisited

GROUP ACTIVITY

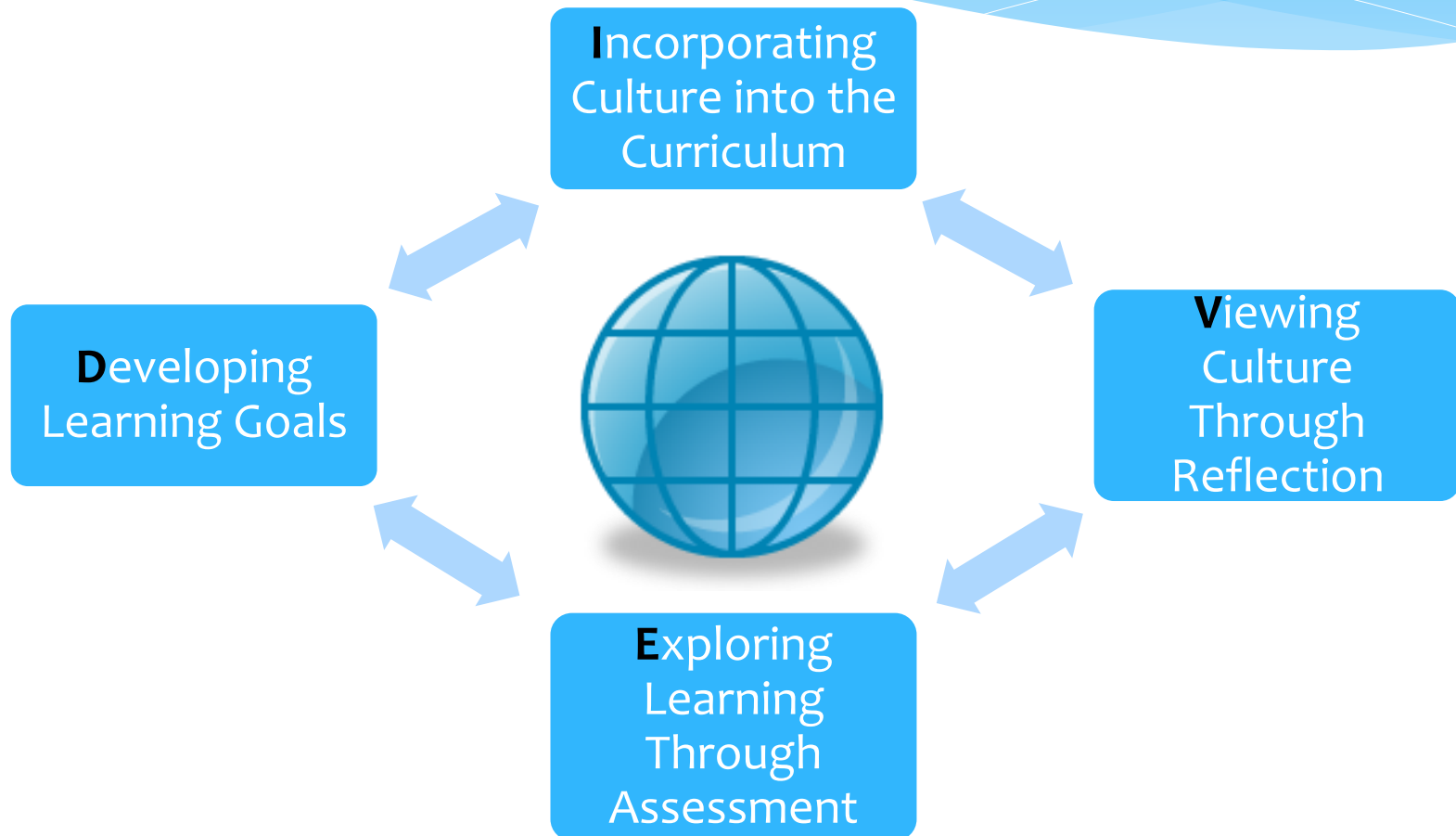
Thinking about the learning goals identified earlier, create an assessment plan using reflective activities that address each goal (try to include both formative and summative techniques)

INDIVIDUAL ACTIVITY

Develop 3 specific assessment activities for the individual goals you wrote for your own overseas course or program



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THANK YOU!

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