

# Innovative Partnerships: The Inspired Global Campus

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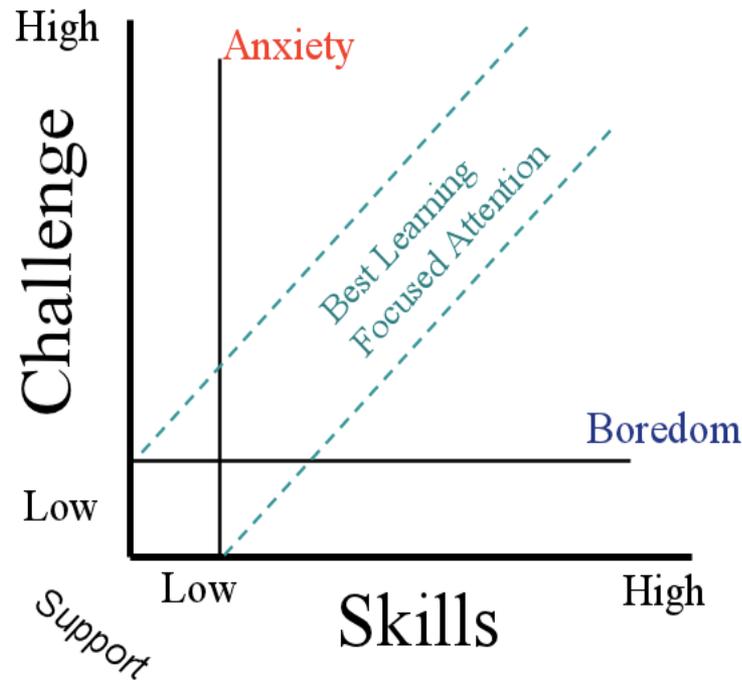
## Session Agenda:

- Introductions: Roles and Responsibilities
- Theoretical Frameworks that Guide our Work
- Cycle of a Study Abroad Applicant
- Case Study
- Roundtable Discussion
- Q & A
- Close



## Challenge & Support, Nevitt Sanford, Ph.D. Challenge & Skill, Mihaly Csikszentmihalyi

- Both challenge and support are essential for development to occur.
- Development is promoted by offering the individual challenges which require new responses while at the same time offering sufficient support for the student to master the challenge.



# Moral Development, Kohlberg (1976): 3 “levels” and 6 “stages”

Kohlberg's Theory of Moral Development

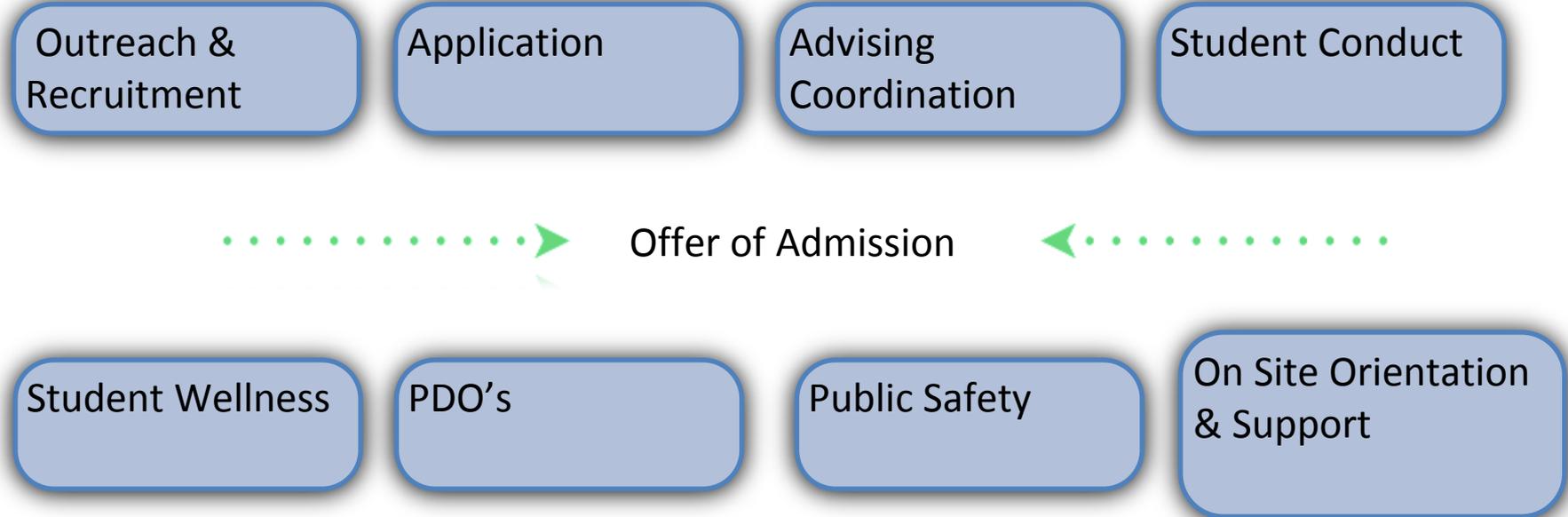
<p>LEVEL 3</p>	<p><b>POSTCONVENTIONAL</b></p> <p>Shared standards, rights and duties.</p>	<p>Stage 6: Self-selection of universal principles</p> <p>Stage 5: Sense of democracy and relativity of rules</p>
<p>LEVEL 2</p>	<p><b>CONVENTIONAL</b></p> <p>Performing right roles</p>	<p>Stage 4: Fulfilling duties and upholding laws</p> <p>Stage 3: Meeting expectations of others</p>
<p>LEVEL 1</p>	<p><b>PRECONVENTIONAL</b></p> <p>Values in external events</p>	<p>Stage 2: "Getting what you want" by trade-off</p> <p>Stage 1: Punishment avoidance</p>

## **Emerging Adulthood, Jeffrey Arnett, Ph.D. (2004)**

- A developmental stage (ages 18-25) observed and defined by Jeffrey Arnett.
- *Age of identity explorations, the age of instability, the self-focused age, the age of feeling in-between, and the age of possibilities.*

## **The Emotional Passport, Janice Abarbanel, Ph.D.**

- Skill sets for recognizing rising anxiety or shifting moods and having healthy capacities to disengage, regroup, and then return to one's purpose or goals.
- Positive language, resiliency focused.
- Emotions drive learning: If you feel well, you learn well.



**Once students have arrived on site, how do our roles intersect?**

## Questions to Consider:

1. In the context of the resources available at your campus, how would you respond to this case? Which steps would you add to the process described in the presentation? Given the close knit and small communities of students on study abroad programs, how can we, as administrators, address and support the students after an incident like this while supporting the privacy of the students directly involved?
2. In most study abroad programs, administrators wear many hats at the same time: How does this approach work in your respective program? What resources are available to students and supporting staff? What challenges do you face in your role and what would be your suggestion for improvement? What theoretical perspectives inform your work as a practitioner?
3. If your institutional structure is “set”, what ideas do you have to bridge departmental connections in order to enhance student support abroad? Are you aware of roadblocks between or within departments?

1. Who do I need to contact in an instance like the one above? Who would ideally be involved?
2. What steps do I need to take to actualize my intended collaboration on my home campus?

**On-campus contacts I  
need/want to make:**

**Existing working relationships  
I need/want to develop:**

**Critical policy and procedure  
questions we need to address  
prior to an incident:**

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