

The background of the entire page is an abstract, colorful geometric pattern. It consists of numerous overlapping, irregular shapes in various colors including red, orange, yellow, green, blue, purple, and brown. The colors are applied in a way that suggests brushstrokes or layered paint, creating a rich, textured effect. The overall composition is dynamic and visually engaging.

THE FORUM ON EDUCATION ABROAD

MAKING THE CONNECTION: *Praxis and Theory in Education Abroad*

April 6–8, 2011 | Boston, MA
Seventh Annual Conference

Host Institutions: Babson College, Boston College, Boston University, Brandeis University, Bryant University, The Center for Cross-Cultural Study (CC-CS), College Year in Athens, Clark University, Council on International Educational Exchange (CIEE), The Center for University Programs Abroad (CUPA-Paris), Cultural Insurance Services International (CISI), Dartmouth College, European Study Abroad (EUSA), Framingham State University, Hampshire College, Harvard University, interstudy, Middlebury College, School for Field Studies, SEA Semester, Trinity College, Tufts University, University of Connecticut, University of Massachusetts Amherst, Wellesley College, Wheaton College, Worcester Polytechnic Institute (WPI)

“MAKING THE CONNECTION: PRAXIS AND THEORY IN EDUCATION ABROAD.”



focuses on the link between education abroad practices and the theories on which they are based. The Forum’s work as the Standards Development Organization for education abroad sits at the intersection of praxis and theory. The Standards of Good Practice for Education Abroad provide a roadmap for the development of best practices that both flow from and inform the theory behind education abroad programs.

Conference sessions will critically examine how and why we design, develop and manage education abroad programs; and how education abroad praxis and theory must respond to the evolving needs of societies, institutions, faculty, and students. “Praxis” refers to the process by which we apply theory in the various activities of education abroad programming. “Theory” encompasses the foundation of education abroad’s mission, goals, and curricula. Theories underlying education abroad have evolved over time,

responding to developments in technology, communications, travel, economics, politics, culture, student development, and changes within academic disciplines. Sound education abroad programming requires a theoretical framework informed by practice, and practices that are informed by theory. Understanding the vital connection between praxis and theory is essential for the future of education abroad.

Forum conference sessions engage participants in thought-provoking dialogue, promoting collegiality and the vibrant exchange of ideas. The signature interactive sessions promote professional development through roundtable discussions and town-hall style debate. Education abroad professionals value the high-level discourse, and the opportunity to continue the dialogue outside the conference sessions.



SCHEDULE AT A GLANCE

TUESDAY, APRIL 5

4–7 p.m. Registration and Information

WEDNESDAY, APRIL 6

8 a.m. - 5 p.m. Registration & Information
8:30 a.m. - 5:15 p.m. Standards of Good Practice Institute: “Ethics and Integrity in Education Abroad”
8:30 a.m. - 12 p.m. Half-day Workshops
8:30 a.m. - 12 p.m. / 1–4:30 p.m. Full-day Workshop
1–4:30 p.m. Half-day Workshops
5:30–7 p.m. Welcome Reception (Boston Park Plaza Imperial Ballroom)

THURSDAY, APRIL 7

7 a.m. - 5 p.m. Registration & Information
7 a.m. - 5 p.m. Exhibitor Hall
7–8:30 a.m. Continental Breakfast (Exhibit Hall)
8:45–10 a.m. Concurrent Sessions
10–10:45 a.m. Coffee Break
10:45 a.m. - 12 p.m. Concurrent Sessions
12–1:30 p.m. Working and Networking Lunch: Portable Lunch (Committee and Working Group Meetings, TBA)
1:45–3 p.m. Concurrent Sessions
3–3:45 p.m. Coffee Break
3:45–5 p.m. Concurrent Sessions
6–8 p.m. Tenth Anniversary Celebration (The Park Plaza Castle)

FRIDAY, APRIL 8

7 a.m. - 12 p.m. Registration & Information
8 a.m. Breakfast (Imperial Ballroom)
8:30–9:45 a.m. Annual Business Meeting and Presentation of Peter A. Wollitzer Advocacy Award
9:15–10 a.m. Breakfast Plenary featuring John Rassias
10–10:45 a.m. Coffee Break
10:45 a.m. - 12 p.m. Concurrent Sessions
12–1:30 p.m. Lunch Plenary: Undergraduate Research Awards
1:45–3 p.m. Concurrent Sessions

WEDNESDAY, APRIL 6, 2010

Standards of Good Practice Institute: Ethics and Integrity in Education Abroad

(Requires separate registration)

The Forum is pleased to offer the second Standards Institute, “Ethics and Integrity in Education Abroad,” to be held immediately before the annual conference. This Standards Institute is dedicated to identifying and understanding ethical issues in education abroad, and will assist participants to improve their institutional and organizational strategies for developing and maintaining ethical education abroad operations. Plenary and concurrent sessions, through a wide variety of practical, hands-on activities, will involve participants in analyzing everyday ethical dilemmas in areas such as student advising, marketing, relationships between institutions and program providers, and reciprocity with international partners. Institute participants will receive the debut copy of the 2nd edition of the Code of Ethics for Education Abroad.

8:30–9 A.M. INSTITUTE WELCOME

9–10:30 A.M. CONCURRENT INSTITUTE SESSIONS

Good Practices in Conducting Site Visits

Andrea Custodi (Alliance for Global Education), Bill Anthony (Northwestern University), David DiBiasio (Worcester Polytechnic Institute), Monique Fecteau (Tufts University Paris)

Site visits to assess education abroad programs are essential for expanding our knowledge and understanding of program offerings in order to better advise students, as well as for maintaining quality. What are the issues, challenges and good practices in conducting site visits, and what might we learn from other fields that conduct them. This session will include a panel representing different perspectives on education abroad site visits, as well as representatives experienced in conducting site visits as part of accreditation reviews. Participants will be encouraged to discuss and share their experiences and best practices.

Good Practices with Social Networking Media

Janet F. Alperstein (The Hebrew University of Jerusalem, Rothberg International School), Susanne Hill (University of Florida), Rubi A. Reyes-Fuentez (University of Texas at Austin), Steve Amendo (CIEE)

The expanding role of social networking media in marketing, program management and crisis management for study abroad will be explored using case studies, discussion of student code of conduct and incorporation into orientations in an effort to create best practices for this growing media.

Ethics, Protocols and Practice of International Research – A Case Study of Best Practices for the Presentation of Students for International Work

Robert J. Swap (Environmental Science/Global Development Studies, University of Virginia), Loren Intolubbe-Chmil (Curry School of Education, University of Virginia), Caroline Berinyuy (Curry School of Education, University of Virginia), Harold Annegarn (Geography, University of Johannesburg), James Ngundi (Curry School of Education, University of Virginia), Joseph Francis (Rural Development Centre, University of Venda), Carol Anne Spreen (Curry School of Education, University of Virginia), Kent Wayland (School of Engineering, University of Virginia)

This roundtable session presents lessons learned with undergraduate student preparation to undertake international research, experiential education and service learning activities respectfully, responsibly and reciprocally. Facilitators draw upon an intensive intersession course that involves international colleagues as mentors to student groups developing projects to address real world challenges facing international communities.

11 A.M.–12:30 P.M. CONCURRENT INSTITUTE SESSIONS

Developing a Code of Ethics for Students Abroad

Michael Steinberg (IES Abroad), Michael Morrison (Baylor University), Rosalind Raby (California Colleges for International Education), Peter Kerrigan (DAAD New York)

The chief purpose of this session, sponsored by the Standards Committee, will be to discuss the development of a draft of a code of ethics for students in education abroad programs focusing on student impact in host societies, and the encounter with differing norms and practices. This code will ultimately be an addendum to the Forum Code of Ethics.

The Ethical Practice of Academic Integrity Abroad

Joan Gillespie (IES Abroad), Brian Eycler (IES Abroad)

Programs abroad must include academic integrity in their cultural orientation when host country norms allow cheating and other forms of academic dishonesty that are directly opposed to home university policies. Using case studies from China, this session addresses the challenges of applying ethical principles of academic integrity to good practice for administrators, instructors, and students.

When Interests Collide: Recognizing and Resolving Conflicts

Michael Morrison (Baylor University)

Within the practices of education abroad, conflicts of interest may arise when different parties seek to work to their own benefit. In this session, education abroad professionals will learn what is meant by a conflict of interest and examine processes designed to identify and, most importantly, resolve a conflict of interest.

12:30–1:45 P.M. INSTITUTE LUNCH PLENARY

**Global Interdependence & Moral Innocence:
A Contextual Approach to Ethics in International Education**

In a time when the interdependence of humanity has become starkly clear, we can no longer be sure that we are morally innocent in the face of the suffering of people affected by hunger, flooding, desertification, or oil spills. Rather than an ethics constructed around formal and abstract reasoning, we may need a fundamentally different ethical perspective that will provide the foundation for the education of students in a world transformed. Such an ethical perspective might instead be informed by a sense of responsibility and relationship in which the concrete global context provides the framework for our educational initiatives.

Keynote Speaker James Skelly

James Skelly is Visiting Professor of Peace Studies at Magee College of the University of Ulster in Derry, Northern Ireland, a Senior Fellow at the Baker Institute for Peace & Conflict Studies at Juniata College, and Coordinator for Peace and Justice Programming at Brethren Colleges Abroad (BCA) Abroad. He has also served as Academic Coordinator of the European University Center for Peace Studies in Austria, and as an Associate Director at a number of institutions including: New York University’s Center for War, Peace and the News Media; the Irish Peace Institute; and the University of California’s Institute on Global Conflict & Cooperation.

Dr. Skelly holds a B.A. in Psychology from the University of Minnesota, and an MA and PhD in Sociology from the University of California, San Diego. His research and teaching interests continue to be rooted in the sociology of knowledge and focus on reality construction related to international education, and issues of peace and conflict. He has written and edited numerous articles informed by this research perspective including: “The Global ‘Imagined Community’—International Education and Global Civil Society,” in the November/December 2010 issue of *International Educator*; and, “Fostering Engagement: The Role of International Education in the Development of Global Civil Society,” published in May, 2009 in *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*.



hold a stronger imperative for orientation to ethical concerns? In this session, participants will discuss these and other issues, and in small groups, suggest best practices for addressing them.

From Paper to Practice: Tools for Applying Ethical Standards in Advising

Jessica DuPlaga (Study Abroad Italy), Michelle Gere (Northwestern University), Traci Chupik (Arcadia University College of Global Studies and the Alliance for Global Education)

As practitioners we often feel we incorporate “ethics” into our advising. But what does it mean to advise students “in an ethically-responsible manner?” Participants will discuss available tools to assist in ethically-responsible decisions, actions and reactions.

Standards and Best Practices for School of Record Relationships

Steve Seaworth (IFSA-Butler), Irene Gawel (GlobalLinks Learning Abroad)

This session will present and discuss the Forum’s guidelines for relationships between provider organizations and Schools of Record. Members of the joint Forum-AACRAO Working Group that developed the guidelines will discuss both the rationale and implications of them.

3:45–5:15 P.M. CONCURRENT INSTITUTE SESSIONS

Creating Sustainable and Mutually Beneficial Relationships with Host Communities

Dennis R. Gordon (Santa Clara University), Daniel Greenberg (Living Routes), Jeremy Johnson (Academic Programs International), Robin Sears (School for Field Studies), Skye Stephenson (Keene State College), Jeffrey Stevenson (Middlebury College), Michael Woolf (CAPA International Education)

This roundtable explores the Forum’s and other ethical codes relating to relations with host communities, and offers practical examples of best practices. Topics for roundtable discussion include sustainable practices within program and curriculum design (including equitable financial relations with local partners) office management and promotion.

Sending Students Abroad in Dangerous Times: Due Diligence

Michael Morrison (Baylor University)

Higher education increasingly emphasizes the importance of educating students to live and work in a world actively engaging other countries and cultures. Education abroad supports the first-hand intercultural learning and growth. While any international travel is a risk multiplier, recent times have seen a rise in risk even in locations once considered “safe.” This session will serve as an open discussion of the ethical tensions of sending students abroad to destinations termed dangerous and those under State Department Alerts and Warnings.

2–3:30 P.M. CONCURRENT INSTITUTE SESSIONS

Ethical Considerations in Pre-departure and In-Country Orientations

John Wells (Arcadia University College of Global Studies)

Ethical considerations are present throughout education abroad orientations as we seek to define how much we should prepare students for what they will encounter in the host culture and society. There are ethical implications for over-preparing or under-preparing students. How can pre-departure and in-country orientations address the ethical implications of students’ presence in another culture? Does the increasing presence of U.S. students in countries with scarce resources

Using Interactive Technology during the Application Process to Encourage Student Learning about the Ethics of International Service-Learning

Thomas Winston Morgan (International Partnership for Service Learning and Leadership-IPSL), Erin Barhart (idealist.org), Arianne Newton (International Partnership for Service Learning and Leadership-IPSL)

Effective international service-learning requires participants to have realistic expectations and an ethical understanding of their role as global partners and change-makers. IPSL is integrating interactive technology in its application and advising processes to encourage student learning, reflection, and preparation for experience abroad within an intercultural framework.

FULL-DAY WORKSHOP

8:30 A.M. - 12 P.M. AND 1-4:30 P.M.

Interrogating the Educational Purpose of Education Abroad

- **Andrew Law** (*Director of Off-Campus Study, Denison University*)

Working from the perspective of the liberal arts, this workshop will ask participants to interrogate how we frame the educational purpose of education abroad by engaging the foundational questions of “why,” “for what purpose,” and “toward what social good.” The goal of the workshop is to constructively critique our touchstone educational beliefs by situating them in larger educational and social discourses.

HALF-DAY WORKSHOPS

MORNING WORKSHOPS 8:30 A.M. - 12 P.M.

Cultural Self Study as a Foundation for Study Abroad

- **Rosalyn W. Berne** (*Vice President for Academic Affairs, Institute for Shipboard Education, Semester at Sea; Associate Professor, University of Virginia*)
- **Bob Weigl**, *Psychologist*

A cultural self-study process, originally created for Semester at Sea by psychologist Bob Weigl, suggests that after self-study, isolated Americans are no longer able to dismiss the centrality of culture in their lives or the lives of others either. This workshop engages participants in that process, and explores its applications to their professional lives.

QUIP Peer Review Training

- **Brian Whalen** (*President and CEO, Forum on Education Abroad*)
- **Annamarie Whalen** (*Associate Director, Forum on Education Abroad*)

This Forum workshop is a prerequisite for becoming a QUIP Peer Reviewer. It will focus on the concept of quality improvement for education abroad, the implementation of the Forum’s Standards of Good Practice, and the role and responsibilities of the QUIP Peer Reviewer. The workshop will detail the processes of the different types of QUIP Reviews, including how to analyze the Self-Study Report, conduct the Site Visits and write the Peer Review Report. Participants will analyze sample Self-Study and Peer Review Reports in breakout groups, then present their analyses for group discussion.

Assessing Short-Term and/or Faculty-Led Programs

- TBA

This workshop is intended for institutions and organizations that develop and manage short-term programs (programs of eight weeks or less), or send students on short-term programs offered by other organizations. Over half of the students who study abroad participate in short-term education abroad programs. The Forum’s *Standards of Good Practice for Short-Term Education Abroad Programs* provide specific guidelines, and are designed to be used as a tool to assess these programs. Through both group exercises and roundtable work, some of the questions that will be addressed in the workshop include: How does the institution/

organization assure the quality of its short-term and/or faculty-led education abroad programs? How does the organization/institution ensure that there are adequate on-site support services? How are program leaders selected and trained? How does the program support the overall mission and goals of the institution/organization? Are student learning goals realistic given the relatively short duration of the program? How are the on-site resources maximized to promote student learning?

AFTERNOON WORKSHOPS 1-4:30 P.M.

Crisis Management in International Programming

- **William P. Hoye** (*Executive Vice President and Chief Operating Officer, IES Abroad*)
- **Nicole C. LeBlanc** (*Program Dean, IES Abroad*)
- **Urs-Rainer Von Arx** (*Vice President and Chief Financial and Operation Officer, AFS International*)
- **John Godfrey** (*Associate Dean for International Education, Rackham Graduate School of University of Michigan*)

A highly interactive workshop covering crises management in international programs. Participants will receive:

- Hands-on experience in processing relevant and realistic crises scenarios in a team format;
- A better understanding of how to build a crises management team; and
- Knowledge on how to tailor a crisis management plan to study abroad.

The Uses of the Global Perspective Inventory in Assessing Student Global Learning and Development

- **Larry Braskamp** (*Professor Emeritus, Loyola University Chicago*)
- **Dennis Doyle** (*Professor of Communications, Central College*)
- **Brian Zylstra** (*Director, Central College Abroad*)

The validity and uses of the Global Perspective Inventory will be presented, based on data from over 30,000 students from 60 institutions. Participants will use GPI results to learn of connections between student development (cognitive, intrapersonal, interpersonal dimensions) and environmental factors (curriculum, co-curriculum, and community).

From Theory to Praxis: Achieving Success in Financial Models for Education Abroad

- **Lisa Donatelli** (*Director of Global Strategies, Georgetown University*)
- **Vanessa Meyers** (*Senior Business Manager, International Programs, Georgetown University*)

Education Abroad offices are becoming increasingly more adept at creative budget modeling. This workshop will discuss some of the hot topics in budget models such as home school tuition, exchange program models, and currency purchasing and provide examples of successes and challenges of various models.

OPENING CONFERENCE WELCOME RECEPTION 5:30-7 P.M.

Join colleagues at the official opening of the Annual Conference
Imperial Ballroom, Boston Park Plaza

THURSDAY, APRIL 7, 2011

MORNING CONFERENCE SESSIONS | 8:45–10 A.M.

Blazing Trails in Education Abroad through the IDI Guided Development: Impact, Results, and Improved Practice

Mitchell R. Hammer (IDI, LLC), Michael Vande Berg (CIEE), Bruce La Brack (University of the Pacific), Michael Paige (University of Minnesota)

Panel presentation

Study abroad researchers and practitioners have applied research findings based on the Intercultural Development Inventory (IDI) to re-design programs in innovative ways that build intercultural competence among students abroad. This session's presenters will review some of the ways that the IDI is being used to guide student learning and development abroad.

Koennen Sie Tweeten?: The Impact of Interconnectedness on Traditional Immersion and Language Learning Outcomes in Education Abroad

William Anthony (Northwestern University), Chih-p'ing Chou (Princeton University), Dan E. Davidson (American Councils for International Education and Bryn Mawr College), Lilli Engle (American University Center of Provence)

Panel presentation

In this internet age of global interconnectedness and students' deeply rooted habit of having friends and family at their fingertips, only a laptop away, the traditional immersion model of study abroad has had its inherent strategy severely compromised. The alternative to study abroad in the bush, is to accept that immersion must be cultivated as a "state of mind" - a motivation, desire, ability to actively engage in the host culture, despite the ever-present temptation to withdraw from interpersonal contact and take refuge behind a computer screen. This session will explore the do's and don'ts that favor or undermine such engagement. Both semester and short-term programs will be examined.

Orientating Students to Academic Cultures Abroad

Rob Hallworth (The George Washington University)

Roundtable dialogue

Differences in academic culture are a vital part of predeparture orientation for students going abroad. Are U.S. institutions adequately addressing this topic? What should we be doing to help our students prepare? This roundtable session will serve as a springboard for the development of practice resources in academic cultural orientation.

Reciprocity among Peers: Assessing What Students Receive, and What They Can Give

Mary Merva (John Cabot University)

Roundtable dialogue

Following the American tradition of young people contributing to their world (e.g., Peace Corps), should education abroad develop systematic programs for study abroad students to

have both their own international experience and also bring a global experience to peers in their host country thereby building a wider global citizenry?

Reframing the Narrative: The Story We Tell About Women in American Study Abroad

Joan Elias Gore (Foundation for International Education and University of Virginia), Kathleen Sideli (Indiana University, Bloomington), Linda Tarr-Whelan (Demos)

Panel presentation

Education Abroad is often a story about women, its majority participants for almost a century. Women also dominate the profession. Yet the story we tell about these women is frequently a tale of diminishment. Is there theoretically driven research that will allow us to reframe this narrative?

Strange Bedfellows: Effective Praxis in Consortial Approaches to Short-Term Education Abroad

William J. Swart (Augustana College), Catherine Spaeth (St. Catherine University), Tave Reser (Seminars International)

Roundtable dialogue

While consortial approaches to education abroad (where multiple institutions collaborate on global education courses) are a fruitful way to diversify opportunities across different campuses, their multi-institutional format adds a layer of complexity to effective education abroad theory and praxis. This session explores the dynamics of "consortial praxis" and will highlight the pitfalls and possibilities for best practices in education abroad consortia.

Telling Stories: Curricular Models and Strategies to Optimize Experiential Learning

Lauren Gannon (Merrimack College), Lynn McGovern (Merrimack College)

Roundtable dialogue

Using Gardner's (1983) Theory of Multiple Intelligence and Kolb's (1984) Experiential Learning Theory as a framework, this interactive session explores the learning process that occurs as a result of study abroad. These theories will serve as a lens to examine intended learning outcomes of two distinct study abroad courses; a hybrid course and a re-entry course will be used to apply theory to practice.

Turning Responsibilities Around: Trust Building and Defraying Economic Risk-New Ways of Providing an International Experience

Wedigo de Vivanco (Ernst Reuter Gesellschaft-FU-Best), Anders Uhrskov (Danish Institute for Study Abroad), Cornelia Janus (International Undergraduate Study Program (IUSP), Dchi-Young Yoon (ERG UniversitätsService GmbH)

Roundtable dialogue

Three European examples of semester and year abroad programs (DIS, IUPS, FU-BEST) will demonstrate that host institutions can provide excellent academics designed for American needs through forming educational consortia, and in doing so, defray economic risks. Participants will discuss their expectations for affordable study abroad programs that don't sacrifice the experience of another culture.

What Motivates U.S. Students to Go Abroad?

Stephen Ferst (The Education Abroad Network), Bill Clabby (ISA: International Studies Abroad), Jen Nielsen (Embassy of Australia)

Roundtable dialogue

Presenters will explore the results of several studies focused on the motivational factors encouraging U.S. students to study overseas, and discuss how similar research projects could be used to inform future activities and strategic planning.

MORNING CONFERENCE SESSIONS | 10:45 A.M. - 12 P.M.

Applications of the Beliefs, Events, and Values Inventory in 2010 and 2011: Assessment, Research, Teaching, and Training

Craig Shealy (International Beliefs and Values Institute), Cynthia Banks (GloboLinks Learning Abroad), Mell Bolen (BCA Abroad), Stephen DePaul (Dickinson College), Jennifer Engel (University of South Carolina), Missy Gluckman (Melibee Global), RT Good (Shenandoah University), Esther Gottlieb (The Ohio State University), Dawn Pysarchik (Michigan State University), Lee Sternberger (James Madison University), Arnd Wachter (Crossing Borders Education)

Roundtable dialogue

The Forum BEVI Project assesses the processes and outcomes of education abroad through the Beliefs, Events, and Values Inventory. In dialogue with the Joint Working Group on BEVI Implementation, participants will learn about applications in 2010-2011 of the BEVI in assessment, program evaluation, teaching, student development, research, and training.

Assessing Student Global Holistic Development at Third Party Centers

Larry Braskamp (Central College), Michelle Duran-Ruiz (Center for Cross-Cultural Study), Audrey Ervin (Semester at Sea)

Panel presentation

Two leaders describe their use of the Global Perspective Inventory and other tools to assess the effectiveness of education abroad on holistic student development, using a 3 X 3 framework which includes dimensions of global perspective (cognitive, intrapersonal, and interpersonal) and characteristics of the environment (curriculum, co-curriculum, and community).

Best Practices for Marketing on Campus

Antonia Lortis (University of Minnesota), Irene Gawel (GloboLinks Learning Abroad)

Roundtable dialogue

This session will present the current best practices for the marketing of education abroad programs on campuses. The group will review examples and templates from the Standards Toolbox. Discussion topics will be relevant to all education abroad professionals, including small and large institutions, and providers. The panel will solicit group feedback to incorporate into future versions.

Beyond Study Abroad: Rethinking Our Paradigms in a Fast-Changing World

Martha Denney (Colorado State University), Linda Drake Gobbo (SIT Graduate Institute)

Roundtable dialogue

Is the era of “study abroad,” like the era of the “grand tour,” coming to an end? This roundtable discussion will challenge participants to think about new paradigms for education abroad, and a new vocabulary for thinking about how we can integrate other types of international educational experience into our discourse and theory-building.

Completing the Cycle: Innovative Re-entry Models to Assess and Aid Student Development

Rebecca Pisano (Towson University), Jinous Kasravi (University of CA, San Diego), Katherine Yngve (American University of Beirut), Maria Flores (San Francisco State University), Miloni Gandhi (University of California, Los Angeles)

Roundtable dialogue

The re-entry phase of an experience abroad is critical to student development yet is often part of the study abroad cycle not adequately addressed by international educators. Using student learning theories as a guide, this session examines innovative approaches to re-entry programming to facilitate effective processing of the overseas experience.

Do We Need to Change the Way We Talk? Implications of the Forum Glossary

Chip Peterson (University of Minnesota), Jason Kinnear (University of Missouri, Columbia), Kim Kreutzer (University of Colorado at Boulder), Kurt Olausen (University of Cincinnati), Karen Ramos (University of Cincinnati), David Rudd (Arcadia University)

Town hall meeting

The second, substantially revised and expanded, edition of the Forum’s Education Abroad Glossary is being unveiled at this conference. Is this just a reference tool? Or should it nudge the profession toward greater semantic clarity and standardization? Join the Glossary Working Group in exploring implications for our offices and programs. Please bring your Glossary to the session.

Using Situated Learning Theory to Understand the Meaning of Learning in Context in Education Abroad Programs

Kristine Lalley (University of Pittsburgh), Tina Mangieri (SIT Study Abroad)

Roundtable dialogue

In this roundtable discussion, the presenters will explain situated learning theory, and how it informs education abroad practice. Examples of ways in which program participants learn from context—meaning, how they learn from engaging in their environment, taking on new roles and assuming new identities while abroad—will be discussed.

The Forum Standards Committee Project for Work, Internships and Volunteering Abroad
Michael Steinberg (IES Abroad and Forum Standards Committee), Jennifer Malerich (Arizona State University), Denita Acker (The Education Abroad Network), Katerina Holubova (CDS International, Inc.), Emma Jones (Foundation for International Education), Eric Mlyn (Duke University), Bill Nolting (University of Michigan), Lesley Robinson (Cross-Cultural Solutions)

Panel presentation

Programs for experiential learning through work, internships and volunteering abroad are rapidly growing—evidence that the nature and purpose of education abroad is changing. A Forum Standards project is examining issues specific to these types of program types, and will be presented and discussed during this session, along with exemplary practices.

Minority Languages and Multiple Identities: A Framework for Understanding Diversity through “Europe of the Regions”

Lorna Stern (The College of Global Studies, Arcadia University), Colin Ireland (The College of Global Studies, Arcadia University, Ireland), Jaume Gelabert (The College of Global Studies, Arcadia University, Spain), Jan Sanders (The College of Global Studies, Arcadia University, Greece)

Panel presentation

Americans view diversity as a domestic issue, and globalization as an international issue. Consequently, studying in the European Union is assumed to be about globalization, and not necessarily an encounter with diversity within countries. But “Europe of the Regions” recognizes minority language rights and multiple identities. This session explores how Europe can provide a valuable object lesson in diversity for American students.

Power Up Your Program Evaluations: Marketing, Development, and Assessment

Wendy Williamson (Eastern Illinois University), Lisa Chieffo (University of Delaware), Kevin Kehl (Abilene Christian University)

Panel presentation

Evaluation and assessment are part of any well-planned study abroad operation; conversely, administration can be cumbersome, and results are often underutilized. Discover how strategic use of student evaluations can dramatically increase participation, steer quality assurance, and provide data for reporting, lobbying, and monitoring student learning.

Re-entry: Splash Down or a Softer Landing?

Michael Woolf (CAPA International Education), John Peters (Marist College), David Rudd (The College of Global Studies, Arcadia University)

Panel presentation

Re-entry implies a tense moment of re-emergence out of the distant ether into known territory: the NASA syndrome. This is, we believe, the wrong metaphor. It creates an expectation of anguish rather than a sense of positive re-engagement. Students have, in short, been in another country not in another universe.



EXHIBIT HALL 7 A.M. - 5 P.M.

An opportunity to learn about the programs and services offered by Forum member organizations.

Internet Café – Internet kiosks will be available during conference hours Thursday and Friday.

WORKING AND NETWORKING LUNCH 12–1:30 P.M.

Conference participants are invited to join Forum Council Committee and Working Group Meetings, set up their own pre-arranged meetings or casually connect with colleagues during lunch. A portable lunch will be available for all pre-registered conference attendees. Meeting locations TBA.

AFTERNOON CONFERENCE SESSIONS | 1:45–3 P.M.

Australia: Moving Outbound Student Mobility Forward

Nigel Cossar (University of Melbourne), Heidi Piper (Griffith University)

Panel presentation

Australia has long been the recipient of international students; however internationalization strategies at many institutions has refocused this one way approach and placed a much greater emphasis on growing outbound student mobility participation rates. Now, close to 10% of graduating students nationally undertake an international experience, and this rate is growing. This session will explore similarities and differences between U.S. and Australian student mobility, and what each can take away from the other.

Best Practices for Schools of Record: Varying Perspectives from the Field

Irene Gawel (GloLinks Learning Abroad), Maryelise Lamet (CAPA International Education), Jeff Palm (CIS-Center for International Studies), Kristen Mallory (Claremont McKenna College)

Roundtable dialogue

This roundtable session will discuss the subject of School of Record (SOR) from a variety of viewpoints – the various “users” of SOR’s (Program Providers and U.S. universities that require them) and the institutions that serve as SORs. Issues to be discussed include models in the field, new Forum guidelines for SOR relationships and ethics.

California Community College Student Outcomes Abroad Research Project (CCC SOAR)

Rosalind Latiner Raby (California Colleges for International Education (CCIE)), Gary Rhodes (Center for Global Education)

Roundtable dialogue

This session will explain a new research project that examines the California community college student population in terms of study abroad outcomes, focusing on international skills gained and the relationship between study abroad and overall GPA, retention, success, academic achievement, graduation completion, transfer rates, and continued study abroad at the transfer institution. The panel will engage the participants in a discussion of special issues of survey development and implementation for non-traditional student populations.

The City as Learning Laboratory

Elizabeth Brewer (Beloit College), Bradley Rink (CIEE Stellenbosch), Jan Sanders (The College of Global Studies, Arcadia University), Lance Kenney (Villanova University)

Panel presentation

Cities can be rich resources for learning during study abroad, but only if students and educators know how to unpack the lessons they can teach us. This session focuses on how theoretical thinking about the city can lead to curricular innovations that transform the city into a learning laboratory for study abroad students. Presenters are authors of chapters in the Special Issue of *Frontiers*, "Study Abroad and the City," which is debuting at the conference.

Connecting Students' Pre-departure and Re-entry Experiences: The CORE Model

Jennifer Ison (IES Abroad), Lynn Anderson (University of California San Diego), Brian Eycler (IES Abroad, Beijing)

Roundtable dialogue

To help students make the connection between their pre-departure expectations and goals for study abroad and their post study abroad realities, many colleges, universities and study abroad providers are placing increased attention on their orientation and re-entry programming. This session will explore how one university and its study abroad partner are using the IES Abroad CORE model to connect and enrich the orientation and re-entry experiences of their students.

Culturally Contextualized Learning: Exploring the Boundary between Language Learning and Intercultural Communication in Education Abroad

Peter Kerrigan (DAAD, New York), Chih-p'ing Chou (Princeton University), Dan E. Davidson (American Councils for International Education and Bryn Mawr College), Lilli Engle (American University Center of Provence)

Panel presentation

Learning a language calls upon the mastery of the four skills of Speaking, Listening, Reading, and Writing. Compared with the home university classroom, the study abroad experience provides real-life contact with the target language and thus ostensibly provides a more intensive and efficient environment for the development of the interactive skills of speaking and listening. This session will explore the boundary between language learning and

intercultural communication in the context of semester-long programs (although references will be made to short-term programs, as well).

Doing Good? The Enabling and Disabling Effects of International Service-Learning

Richard Slimbach (Azusa Pacific University), Cynthia Toms Smedley (University of Notre Dame)

Panel presentation

Is it possible for affluent Westerners to intervene within third world settings in a voluntary service capacity and to make positive contributions without exhibiting paternalism and fostering dependency? If so, what conditions would those interventions need to meet? This session explores these and other questions in relation to the operation of international service-learning programs aimed at serving, not just the growth goals of students, but also that of community-based agencies and clients.

A Holistic Approach to Direct Assessment of Student Learning in Study Abroad

Michael Ballagh (Pitzer College), Mike Donahue (Pitzer College)

Roundtable dialogue

Given the holistic learning objectives often embedded in study abroad programs, how can higher education institutions develop a model that incorporates direct assessment of learning outcomes rather than indirect measures? This session introduces a direct assessment rubric that could be modified for any study abroad program.

Potential Partnerships between Fundraising Offices and Study Abroad Offices

Bonnie R. Clendenning (School for Field Studies), Sheila P. Bayne (Tufts University)

Roundtable dialogue

This session provides a review of fundraising basics: from annual giving to annuities, individuals to institutions. It will explore partnerships between study abroad offices and development offices, including discussion of opportunities for external support of programs and operations including: internships, travel funds, financial aid, and service learning.

Screening Students with Mental Health Issues: Ethical Issues and Strategies for Supporting Students Abroad

Michelle Scheib (Mobility International USA), Jane Buckingham (SIT Graduate Institute/SIT Study Abroad), Ines DeRomana (UC Education Abroad Program)

Panel presentation

Working with increasing numbers of students with mental health-related issues has prompted many education abroad professionals to consider screening of these students in the predeparture process. This session will explore the complicated ethical issues involved in screening and strategies for supporting students with mental health-related needs.

AFTERNOON CONFERENCE SESSIONS | 3:45–5 P.M.

A Holistic Model for Language Teaching and Learning: From Theory to Practice

John Lucas (IES Abroad), Ana Maria Wiseman (Wofford College), Claudia Flores (IES Abroad, Santiago, Chile)

Panel presentation

This session will discuss a new comprehensive framework for language learning in a study abroad context that represents a number of innovations in the field: inclusion of non-western languages in the design team for cultural diversity; development of progressive scale of intercultural competencies not found in other systems; clear understandable rubrics useable by staff as well as faculty; outcomes goals for various settings in study abroad-- the Home, the Study Abroad Center, and the Community. This project is in its initial stages and is of interest to providers, universities, and colleges that care about the advancement of language teaching within an outcomes-based and holistic approach to student learning and development.

Bridging the Experience: Peer Advising for the Future

Kara Pike (University of North Carolina at Wilmington), Melissa Cech (GloLinks Learning Abroad), Erin Hillis (Rhodes College)

Panel presentation

Peer advising programs can serve as immeasurable assets in the recruitment/advising of education abroad participants. This presentation will discuss the theory behind peer advising, share best practices for the development and utilization of peer advisors, and illustrate how peer advising programs can take advantage of web technology and social media.

Digital Dialogue: Processing Cultural Integration via Technology

Valeria Grimsley (Central College Abroad), Truett Cates (Austin College), Cheri Doane (Central College)

Panel presentation

Study abroad practitioners have long wrestled with the challenges related to helping students achieve and process an “integrative experience.” Hear from a director of community-based learning, a study abroad director and an international resident director as they discuss two models that utilize technology to facilitate learning and maximize community integration abroad.

Drive-by Volunteering or Sustained Engagement? Developing Meaningful Experiences for Students Outside of the Classroom

Margaret Wiedenhoeft (Kalamazoo College), Gary Hepworth (Curtin University), Katharina Schmitt (University of Bonn)

Panel presentation

This session will begin with a theoretical model of how students learn in service-learning courses and internships and how host institutions design and implement additional internships and/or service-learning projects. Discussion will focus on best practices while working with expectations among the host university, the sending institution, the host organization, and the student.

Introducing the New and Augmented Forum Standards on Safety, Security, and Risk Management

Michael Steinberg (IES Abroad), Natalie Mello (Worcester Polytechnic Institute), Andrea Custodi (The Alliance for Global Education), Bill Frederick (Lodestone Safety)

Panel presentation

This session introduces participants to the revised Standard 8 which grew out of the Standards Institute in Charlotte in 2010. The members of the panel will present the revised Standard and briefly describe its details. The session will then break into groups for problem-based work and discussion.

Mapping Urban Space & Identity Abroad: Theories and Geographical Praxis

Scott G. Blair (CEA Global Education), Darren Kelly (St. Patrick's College), Dennis Provencher (University of Maryland Baltimore County), Emilie Johnson Joly (CEA Global Education)

Panel presentation

This session provides a theoretical approach to using study abroad cities as laboratories for student intercultural learning. In two case-studies (of LGBT communities in Paris and of sub-cultural groups Dublin) map-based approaches support best practices in experiential education. Cartographical tools for helping students understand the diversity of foreign urban landscapes are presented along with corresponding onsite-study templates designed for fostering student self-awareness and focused reflection.

On-Site, On-Campus and On-Call: Challenges for Education Abroad Professionals

Lynn Elliott (Brigham Young University), Kirsten Mallory (Claremont McKenna College), Steve Duke (Wake Forest University), Catherine Spaeth (St. Catherine University), Natalie Schlegel (Bentley University)

Roundtable dialogue

This session is designed to give those who manage education abroad offices the chance to discuss pressing management issues with their peers. The session will include breakout tables that will allow participants from similar-sized institutions to discuss issues in Human Resources, marketing, responding to international crises, and campus relations.

On Alert (or Warning)? Best Practices for Education Abroad and Department of State-Issued Travel Alerts and Warnings

Angela Shaeffer (Goucher College), Jason Sanderson (Georgetown University), Barbara Stob (Goucher College), Taylor Wood (University of Maryland)

Roundtable dialogue

With U.S. Department of State-issued Travel Warnings in over thirty countries (and four regions under Alert status), education abroad professionals must make important programmatic decisions, often very quickly, about where students can study abroad. Participants in this session will discuss the risk management, financial, and cultural implications of allowing (and not allowing) study abroad in Travel Warning and Alert regions.

Reimagining Curriculum Integration

Dorothea Hast (University of Connecticut), Ross Lewin (University of Connecticut), Rebecca Hovey (Smith College)

Panel presentation

This panel will challenge current assumptions in study abroad about curriculum integration in the context of the increased importance of internationalization at U.S. colleges and universities. It will propose new models based on a more dynamic relationship between what happens on the home campus and what takes place abroad.

Traditional Re-entry Workshops Don't Work! Adapting Re-entry Exercises to Today's Students

Rich Kurtzman (Barcelona Study Abroad Experience (SAE)), John Sunnysgard (University of Colorado-Denver)

Roundtable dialogue

No longer are students disconnected for weeks at a time as they were when most current re-entry materials were developed back in the pre-internet and pre-cell phone era. This session is an open forum to discuss how to adapt re-entry workshops for the Facebook-addicted students of today. You'll leave with some fresh ideas towards revamping your own re-entry program.

NETWORKING RECEPTION 6-8 P.M.

Celebrate the Forum's Tenth Anniversary with colleagues and friends at the Park Plaza Castle and still have time for dinner on the town.



FRIDAY, APRIL 8, 2011

Annual Business Meeting and Presentation of Peter A. Wollitzer Advocacy Award



BREAKFAST PLENARY FEATURING JOHN RASSIAS

“Reflecting on the Growth of the Field: Reinforcing the Rationale for Language Learning and Study Abroad”

Professor Rassias will draw on his experiences in creating language programs and training teachers for the Peace Corps to reflect on the evolution of the field of education abroad and its essential connections to language teaching and learning. Drawing on his experience as one of the primary architects of Dartmouth's study abroad programs, he will discuss the critical role that education abroad and language learning plays in students' education, and how programs must adapt with the times.

Keynote Speaker Professor John Rassias

John A. Rassias is Dartmouth College's William R. Kenan Professor of French and Italian, and President of Dartmouth College's Rassias Center for World Languages and Cultures, which works to promote cultural understanding and strengthen communication among people around the world. Drawing on his studies of literature and experiences in the theatre in France, Rassias developed the Rassias Method® (RM) for teaching world languages while training Peace Corps volunteers. He adapted the RM to teaching Dartmouth undergraduates and it was integrated into the Dartmouth College curriculum in 1967. He has served on boards and commissions whose mission is to further solidify the study of languages and cultures both in the United States and abroad. Rassias was cited in 1996 by the Peace Corps for his "pioneering efforts to develop the Peace Corps Language program," and noted, "Your labor has facilitated President Kennedy's dream of men and women serving overseas, promoting world peace and friendship. Peace Corps is better because of your grand contribution."



MORNING CONFERENCE SESSIONS | 10:45 A.M. - 12 P.M.

Access Study Abroad: Involving Disability Services and Study Abroad Programs in the Evolving Needs of Students with Disabilities

Susan Quinby (Barnard College, Columbia University), Gretchen Young (Barnard College, Columbia University), Miriam Grottanelli de Santi (The Siena School for Liberal Arts)

Panel presentation

Do students with a variety of disabilities—mobility, vision, hearing, LD/ADD, chronic illness, and/or psychiatric—feel welcomed, included and accommodated in the study abroad experience? Come learn how we made it happen through case studies, a spirited presentation and lively discussion with strategies for creating inclusive environments that celebrate disability and diversity.

Assessing Overseas Study Abroad Capacity

Patricia Chow (Institute of International Education), Brian Whalen (The Forum on Education Abroad), Rita Moriconi (EducationUSA)

Panel presentation

Expanding the diversity of education abroad destinations goes hand-in-hand with the vision of expanded U.S. participation in study abroad. This panel will discuss a recent U.S. State Department-funded research initiative to assess the capacity of overseas institutions in non-traditional destination to host expanded numbers of U.S. study abroad students.



Forum State of the Field Survey 2010

Charlotte Blessing (Colorado College), Kim Kreutzer (University of Colorado at Boulder), Stephen Hall (Bowdoin College)

Panel presentation

The session will provide a summary of this year's Forum State of the Field Survey and provide an opportunity for the participants to comment and ask questions as well as suggest future survey topics to the Forum Data Committee.

International Service Learning: Theory, Promise, and Practice

Rachel Tomas Morgan (University of Notre Dame), Eric Hartman (Arizona State University, Amizade Global Service-Learning)

Panel presentation

International service learning combines academic learning with community service to address pressing needs in communities around our world. When well designed and effectively implemented, ISL is a transformative pedagogy that synthesizes the benefits of study abroad and service learning. This session aims to foster a conversation about key theory and

arguments for ISL which can help us to create ethical ISL experiences that positively impact communities and increase students' global and civic learning.

Study Abroad and the City: Using the City to Prepare Students to Excel in an Increasingly Urban World

Lisa G. Sapolis (Trinity College), Xiangming Chen (Trinity College), Milla Riggio (Trinity College), Nicole Leblanc (IES Abroad), Michael Steinberg (IES Abroad)

Panel presentation

In 2008, for the first time in history, half of the world's 6.7 billion people lived in cities. By 2030, five billion of the earth's eight billion people will be urban dwellers. This session will explore several approaches to using the city in study abroad as a key learning tool to better prepare students to understand and successfully navigate this changing world. Presenters are authors of chapters in the Special Issue of Frontiers, "Study Abroad and the City," which is debuting at the conference.

Creating Sustainable and Mutually Beneficial Relationships with Host Communities

Daniel Greenberg (Living Routes), Jeremy Johnson (Academic Programs International), Robin Sears (School for Field Studies), Skye Stephenson (Keene State College), Jeffrey Stevenson (Middlebury College), Michael Woolf (CAPA International Education)

Panel presentation

Given the realities of climate change, peak oil, and resource depletion, how can we design and manage education abroad programs that are both high quality and low impact? Specific topics will include academic programming, volunteer initiatives, and moving beyond carbon neutrality towards carbon "consciousness."

Theory and Research in Study Abroad: What Our Students are Learning, What They're Not, and What We Can Do About It

Michael Vande Berg (CIEE), R. Michael Paige (University of Minnesota – Twin Cities), Kris Lou (Williamette University)

Panel presentation

This session will ask participants to explore the importance of several key questions about student learning that lie at the heart of the tension between a traditional teacher- and content-centered, and a newer learner-centered theoretical paradigm. Questions include: What role does intercultural teaching and training play in student learning, including disciplinary learning? Do educators need to intervene during the program in order for most students to learn and develop effectively? The presenters will review key findings from recent study abroad research and discuss assessed learning outcomes of students enrolled in three existing courses that intervene in their learning while the students are abroad.

Under-Informed and Overconfident: Effective Strategies for Preparing American Students to Study Abroad

Natalie A. Mello (Worcester Polytechnic Institute), Bill Frederick (Lodestone Safety)

Roundtable dialogue

This session focuses on the link between education abroad practice in preparing students via traditional orientations and the learning theories on which they should be based. The session will critically examine how and why we should design, develop and manage orientations, and how they must respond to the evolving needs of our students. Issues explored will include student perceptions of the hazard landscape and their own role in health, safety and security.

Utilizing Student Development Theory to Advance Education Abroad

Matthew Rader (IES Abroad), Stephanie Luzader (IES Abroad)

Roundtable dialogue

International Education provides a rich opportunity for holistic student development. When International Education and Student Affairs practitioners communicate using student development theory, the result is enhanced learning and development as well as greater study abroad participation. The Developmental Model of Intercultural Maturity will be discussed as a means to assert common goals within the academy.

Where are all the Men in Education Abroad?

Samantha C. Brandauer (Gettysburg College), Daniel Riley (CET Academic Programs), Katherine Freyhof (Gettysburg College)

Roundtable dialogue

We know that the gender balance in education abroad is far from equal. National statistics show that only approximately 30% of U.S. students that study abroad are men. This session will first take a closer look at statistical and focus group data to determine not only why fewer men are studying abroad, but also where the 30% who are studying abroad are going. Small group discussions will examine the various barriers to male participation in study abroad and address them in new and creative ways.

LUNCH PLENARY

Undergraduate Research Awards

One of the highlights of the conference, the Forum's Undergraduate Research Award Winners will present about their research projects conducted as part of their education abroad programs.



AFTERNOON CONFERENCE SESSIONS | 1:45-3 P.M.

A Funny Thing Happened on the Way to the Forum: An Interdisciplinary and Experiential Approach to Education Abroad

June Nobbe (University of Minnesota-Twin Cities), Christine Anderson (University of Minnesota-Twin Cities), Stephen Conger (ACCENT)

Roundtable dialogue

A function of colleges and universities is to prepare students to become engaged citizens in a global society. Session participants will explore a non-traditional approach to education abroad that integrates student development and leadership theory to bridge multiple disciplines, and utilizes experiential learning as the praxis to develop transferable skills.

Achieving Teaching Excellence Abroad-From Preparation to Assessment

Sarah J. McKenzie (CAPA International Education), Lynn Anderson (University of California, San Diego), Matthew Herbst (University of California, San Diego)

Panel presentation

How do we reconcile pedagogical theory and method used on the home campus with the practical reality and challenge posed by teaching abroad? How do we develop programs to teach business in Beijing, Shakespeare in London, Byzantine history in Istanbul? This panel will discuss pedagogy, faculty training, and course development.

Assessing the Influence of Study Abroad Program Design on Liberal Arts Learning Outcomes

Christopher Welna (Associated Colleges of the Midwest), Mark Salisbury (Augustana College), John Ottenhoff (Associated Colleges of the Midwest), Elizabeth Brewer (Beloit College), Helena Kaufman (Carleton College), Richard Detweiler (Great Lakes College Association)

Panel presentation

This panel will discuss an instrument for measuring how the design of study abroad programs (location, duration, language instruction, etc.) influences desired liberal arts learning outcomes. Participants will discuss challenges of assessing student learning in off-campus study and invite discussion about best approaches for understanding connections between learning goals and program elements.

Equity in Education Abroad: How can Practical Knowledge and Theoretical Frameworks Help Increase Access and Enhance Outcomes for Students of Color?

David Wick (San Francisco State University), Cornell H. Menking (Kentucky State University), Darryl Crompton (Consultant), Lorenzo Esters (Association of Public and Land-grant Universities (APLU))

Roundtable dialogue

Recent APLU research highlighted inequitable access to education abroad at institutions established as Historically Black Land-grant Universities in the Morrill Act of 1890. The APLU data, combined with research on identity development for study abroad students of color at a minority serving institution, provide a framework for examining equity of access and outcomes throughout the study abroad process.

Heritage Speakers Abroad: Does Praxis Fail the Theory?

Leo Van Cleve (California State University, International Programs), Antonio F. Jiménez Jiménez (California State University, Channel Islands)

Panel presentation

This session will discuss theoretical and practical topics involving the participation of heritage speakers in study abroad programs. Panelists will debate institutional, administrative, curricular, practical, and linguistic development issues that programs should consider in order to better meet this minority group's special needs and interests.

Rethinking Mobile Learning Models in Education Abroad: Where Theory and Practice Meet

PJ Shoulders (IES Abroad), Brian Eycler (IES Abroad Beijing), Karil J. Kucera (St. Olaf College), Craig M. Rinker (Babson College)

Panel presentation

This session discusses best practices and successful models in mobile programming, redefining traditional thoughts on study abroad programs that include travel to multiple locations. Two schools and an overseas program director from a third party provider give successful examples and lead discussions on historical theories of mobile learning and innovative programming ideas that address curricular challenges, academic standards, experiential learning, and integration opportunities that are not traditionally inherent on such programs.

Study Abroad and Assessing Student Development

Ann Hubbard (University of St. Thomas), Richard Rexeisen (University of St. Thomas), Philip Anderson, (University of St. Thomas)

Panel presentation

Outcomes Assessment is a prominent agenda item for many institutions and draws attention to the cost-effectiveness of study abroad programming. Faculty directors of a semester and a summer business program will each present their findings on students' development using the Intercultural Development Inventory (IDI) in tandem with the Global Perspectives Inventory (GPI) and with Forsyth's ethical questionnaire. The benefits and challenges of cross-cultural programming, theoretical implications, and tracking outcomes assessment will be discussed.

Cultural and Language Orientations: The Launching Pad to Study Abroad

Kristen Grace (Cornell University), Angel Cardec (University of Central Florida), Dick Feldman (Cornell University), Donna Ramil (College of Industrial and Labor Relations), Dianna Wilson-Mosley (University of Central Florida)

Panel presentation

"Immersion" leads to fluency. Experience abroad demonstrates intercultural competence. Myths? Maybe. Creating a dialogue early on with students concerning their expectations, perceptions, stereotypes, etc. will equip them to better handle the challenges they may face while abroad. This roundtable discussion will focus on options for creating cultural and linguistic orientations that help students get the most out of study abroad.

Using Reflection as an Educational Tool

Gretchen Young (Barnard College, Columbia University), Charlotte Blessing (Colorado College), Wendy Wilson-Fall (Kent State University), Martha Merritt (University of Chicago)

Roundtable Dialogue

"Experiences often create controversy, and if the controversy is not reflected upon, it can be a misleading, even harmful experience, which produces a lack of sensitivity and responsiveness in the learner (John Dewey 1933)." Structured reflection can be used to integrate the education abroad experience into the on-campus curriculum. This session will share examples of institutional practices (facilitated by faculty and education abroad professionals) that teach and encourage students to reflect intentionally on their experiences.

Widening the Focus: Freshmen and Education Abroad

Erika Richards (FIE: Foundation for International Education), Terri Arnold (Northeastern University), James Buschman (New York University)

Panel presentation

Two universities will review their freshman programs strategies and address the value of overseas programming for first-year students. Rationales and challenges for a freshmen overseas program are presented. Creative curriculum design and thorough orientation are keys to program success. Past participants will address their programs' transformational nature and their subsequent home campus transition.



DEADLINES

- November 1, 2010** Registration opens for conference, pre-conference workshops and the Standards Institute
- December 1, 2010** Travel grant applications due
- January 31, 2011** Early bird registration ends for conference

CONFERENCE VENUE AND HOTEL

The conference will be held at the historic Boston Park Plaza Hotel & Towers, 64 Arlington Street, just off Copley Square. It boasts 950 guest rooms and offers eight distinct restaurants and lounges. On the Green Line of the T, Boston's subway system, Copley Square contains some of America's finest architecture and a wide array of fine and casual dining within walking distance.

The Forum conference rate at the Boston Park Plaza Hotel & Towers is \$185 + tax/night for regular rooms or \$265 + tax/night for a room on the Towers (concierge) floor. Room reservations may be made by calling the Boston Park Plaza directly at 800-225-2008 or 617-426-2000. Room reservations may also be made directly online at www.starwoodmeeting.com/Book/fea0402. The Forum's discounted room rate is valid three days prior to and following the conference for conference participants who wish to extend their stay.

CONFERENCE FEES

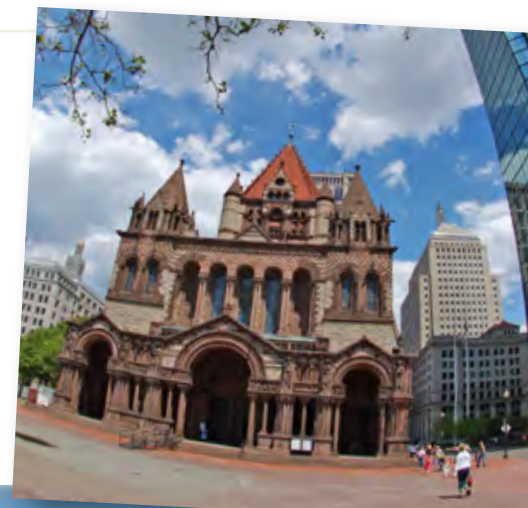
Registration opens November 1, 2010
 Early bird fees are effective November 1– January 31
 Regular fees apply February 1– March 5
 Late fees March 6 – April 6.

	Early Bird	Regular	Late
Conference registration MEMBER	\$475	\$525	\$575
Conference registration NON-MEMBER	\$575	\$625	\$675
One-day	\$250	\$275	\$300
Full Time Graduate Student*	\$225	\$250	\$275
Preconference Workshop and Standards Institute			
Half-day workshop MEMBER	\$125	\$150	\$175
Half-day workshop NON-MEMBER	\$175	\$200	\$225
Full-day workshop MEMBER	\$225	\$250	\$275
Full-day workshop NON-MEMBER	\$275	\$300	\$325
Standards Institute MEMBER	\$250	\$275	\$300
Standards Institute NON-MEMBER	\$300	\$325	\$350

*This conference rate is intended for graduate students who are currently enrolled in coursework full-time. Included in conference registration fee: Networking and plenary lunches, evening receptions, breakfasts and all breaks are included in registration fees. Group discounts are available for registration for member institutions—contact the Forum for details.

ABOUT BOSTON

Boston is a vibrant and diverse city that has long been synonymous with culture and education. The city has something to offer every visitor: revolutionary history, world-class performing and visual arts, and much loved sports teams. Plan to spend the weekend in Boston, or use the city as a starting point for visits to other New England destinations.



HOST INSTITUTIONS

Babson College
Boston College
Boston University
Brandeis University
Bryant University
The Center for Cross-Cultural Study (CC-CS)
College Year in Athens
Clark University
Council on International Educational Exchange (CIEE)
The Center for University Programs Abroad (CUPA-Paris)
Cultural Insurance Services International (CISI)
Dartmouth College
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Worcester Polytechnic Institute (WPI)

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The Triad Group
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University of Limerick
University of Melbourne
University of Sunshine Coast, Australia
University of Wollongong

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Academic Program International (API)	John Cabot University
Academic Solutions	New York University
American Institute for Foreign Study (AIFS)	Platform 3000
American University Center of Provence (AUCP)	School for Field Studies
Anglo-American Educational Services	Sea Education Association
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Mark your calendar

- January 31, 2011: Early-bird registration ends



Conference Highlights

- Complete focus on education abroad topics and issues
- Convenient weekday schedule
- Full and half-day workshops
- Standards of Good Practice Institute (pre-conference)
- Discussion-based conference sessions
- One-day exhibit hall