

## GLOBAL SCHOLAR PRE-DEPARTURE ORIENTATION COURSE SYLLABUAS

The Project for Learning, Training, and Outreach (PLATO) is an integrated study abroad training, certification, and diversity outreach program. With this resource PLATO provides the first national online curriculum to orient, train, and support students before, during, and after they study abroad.

To enhance the study abroad experience for all participants, the PLATO project offers this online curriculum to help any student at any U.S. college or university to choose an appropriate study abroad program and then prepare for study abroad, with resources for practical support (emphasizing health and safety) and intellectual support (emphasizing a greater understanding of the U.S. and the country where they will study).

### **Objectives:**

The goal of this course is to guide future study abroad students to utilize resources on study abroad programs, finances, health& safety, culture and world affairs in order to enable them to build their own study abroad plan. This course will respond to the question of how to research, plan, and prepare for a study abroad experience, as well as how to prepare to return home. Students will take part in an online course providing practical information on logistical issues as well as theory surrounding cross-cultural adjustment, language learning, and global citizenship.

The course is divided into ten modules, with students building their plan as they go through each module. Each module contains several components. Each component will have instructions and resources (like a selection of supporting articles, web links, and text to choose from) for students to create a product like a time line, profile, list, etc. The components will have instructions and resources to help students formulate a thought on concepts such as cultural distinctions, and express thoughts in a short essay format. Occasionally, material will be presented with standard multiple choice/true-false quizzes to assess understanding. Students will have opportunities throughout the course to contribute their ideas so that other students may benefit from their experience.

***The Information Log (Info Log):*** Throughout this course students will be asked to record their thoughts, feelings, opinions, and research in an Information Log (*Info Log*) for later reference. The format of this Info Log can vary and is up to students' own preferences as well as what framework they complete the course in.

***Interaction With Others (Interaction):*** In various parts of the course, students will be asked to look at information and/or reflections that others have gathered, whether it be searching for other students' *Info Logs* or blogs, websites, or postings in general. Depending on what framework students take the course in, they will be able to choose how they would like to interact with others.

The intention of this course is to introduce students to the opportunities and challenges inherent in participating in study abroad programs. Many of the topics dealt with are practical in nature, but theoretical and conceptual issues will also be explored.

The modules for the course include:

- Logistical issues (academic plan, travel documents, money, communication, how to search for a program)
- Culture general cross-cultural adjustment tools and issues
- Culture specific, country specific culture
- Language issues
- Country specific language learning
- Global Citizenry and understanding the world
- Learning about the host country
- Health and safety abroad
- Planning for the return home

### **Course Requirements:**

- Completing each module, working through all tasks
- Completing all quizzes
- Interaction with others through discussions, interviews
- Creation of an Info Log with regular entries as directed

### **Modules:**

#### **Module 1: Introduction to the Course**

Explains the format and content of the pre-departure orientation course.

- Task #1: Create Your Info Log and Plan for Interaction: students create their profile and set up their Info Log to record their coursework and reflections.
- Task #2: What Are Your Top Ten Reasons to Study Abroad (1a,1b): students personalize their top ten reasons.
- Task #3: Sort Out Your Expectations: Students complete a self-reflection exercise designed to help them assess their anticipations.
- Task #4: Diversity in Study Abroad (1c): students write a goal statement for what they want from the study abroad experience.
- Task #5: Learn How To Fund Your Study Abroad Experience (1d,1e): students create a financial plan to finance their study abroad.
- Task #6: Reflect on How You Are Feeling About Studying Abroad (1f): students write a few paragraphs for discussion and their info log, choosing from a list of questions.

### **Resources Used:**

- 1a. *It's Your World: Students' Guide to Education Abroad*. A special project of NAFSA: Association of International Educators, SECUSSA section. Available at <http://www.studyabroad.com>
- 1b. University of Wisconsin-Madison International Academic Programs: *Top ten reasons to study abroad*. Available at <http://www.studyabroad.wisc.edu/basics/why.html>
- 1c. Center for Global Education: *Study abroad: now more than ever*. Available at <http://www.globaled.us/now/index.html>

- 1d. Center for Global Education PLATO project: *Supporting diversity in study abroad*. Available at <http://www.globaled.us/plato/diversity.html>
- 1e. Center for Global Education Study Abroad Student Handbook: *Financing study abroad*. Available at <http://www.studentsabroad.com/financingstudyabroad.html>
- 1f: *Module 1. If You Are Going Abroad Soon What's Up With Culture?* ([www.pacific.edu/culture](http://www.pacific.edu/culture)), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at [www.pacific.edu/culture](http://www.pacific.edu/culture)

## **Module 2: Logistics I: Study Abroad**

This module provides topics of discussion on important aspects of the study abroad selection and application process.

- Task #1: Find the Right Program (2e): Students read an article including frequently asked questions about study abroad and record their thoughts for discussion.
- Task #2: Ask the Right Questions (2f, 2g): Students read articles about issues to consider and then develop their own criteria for their search.
- Task #3: Study Abroad Search List: Students narrow their search to a few programs and entries to their info log highlighting why that program may serve their needs.
- Task #4: Make Sure You Will Get Academic Credit (2a): information about academic credits and transfer in study abroad, with a template to help students research their own institution's policies.
- Task #5: Find Out What Documents You Need to Study Abroad (2b): Discussion on what travel and other documents are needed if students have decided on a program.
- Task #6: Manage Your Money While Abroad (if you've decided on a program)(2d,2h,2i): Articles and tips for money management
- Task #7: Plan for Communication While Abroad (2c): Students explore different methods of communication while abroad.

### **Resources Used:**

- 2a. *It's Your World: Students' Guide to Education Abroad*. A special project of NAFSA: Association of International Educators, SECUSSA section. Available at <http://www.studyabroad.com>
- 2b. Center for Global Education Study Abroad Student Handbook: *Pre-departure Planning*. Available at <http://www.studentsabroad.com/traveldocs.html>
- 2c. Center for Global Education Study Abroad Student Handbook: *Methods of Communication while abroad*. Available at <http://www.studentsabroad.com/methodsofcomm.html>
- 2d. Center for Global Education Study Abroad Student Handbook: *Financing Study Abroad*. Available at <http://www.studentsabroad.com/financingstudyabroad.html>
- 2e. Hoffa, W. *Advice for Parents: Frequently Asked Questions* SAFETI On-Line Newsletter Volume 2, Number 1, Winter 2000 - Summer 2001 Center for Global Education. Available at [http://www.globaled.us/safeti/v2n1\\_hoffa.html](http://www.globaled.us/safeti/v2n1_hoffa.html)
- 2f. Center for Global Education Study Abroad Student Handbook: *Selecting the Right Program for You*. Available at <http://www.studentsabroad.com/rightprogramforyou.html>

- 2g. Center for Global Education Study Abroad Student Handbook: *Finding a Quality Program*. Available at <http://studentsabroad.com/qualityprograms.html>
- 2h. University of Wisconsin-Madison International Academic Programs: *Money and Banking while abroad*. Available at <http://www.studyabroad.wisc.edu>
- 2i. [Costs: from the Study Abroad Handbook by Bill Hoffa](#)

### **Module 3: Cross-Cultural Strategies**

This module analyzes culture, discusses intercultural competence and examines differences and similarities in cultures, values, communication, and identities.

- Task #1: Learn About Culture –The Hidden Dimension (3a): the concept of culture is defined and students are invited to identify what culture/s shape their own identities.
- Task #2: Learn About Stages of Adjustment (3b): The goal of this activity is to give students the chance to think about adjustment and how they would react or help someone going through the process.
- Task #3: Be Aware of Culture Shock (adapted from 3c): Information with quiz to assist students in knowing what to do when culture shock strikes.
- Task #4: Discover U.S. American Values (3f): Discussion about common values in the US and being aware of the values in other cultures. Quiz about US values.
- Task #5: Consider Gender Issues During Your Cultural Preparation (3n, 3o)
- Task #6: Recognize Generalizations vs. Stereotypes (3e): The difference between the two is explained and a quiz is provided for students.
- Task #7: Know Your Own Communication Style (3h, 3i): Contrasts and nuances in communications styles are discussed, a quiz is provided for students to reflect on their own style and that of their host country.
- Task #8: Prepare to Deal with Cultural Differences (3j, 3k, 3l): A model describing developmental levels of intercultural sensitivity is discussed. Students are invited to assess their level of intercultural sensitivity and the effect it has on how they view cultural difference.
- Task #9: Develop Your Cultural Adaptation Strategies (3m): This survey directs students to inventory the strategies they have learned for adapting to a different culture.

### **Resources Used:**

- 3a. *Module 1.2 Culture-The Hidden Dimension What's Up With Culture?* ([www.pacific.edu/culture](http://www.pacific.edu/culture)), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at [www.pacific.edu/culture](http://www.pacific.edu/culture)
- 3b. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Statements of Adjustment Activity" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 85-89
- 3c. Kohls, R. (1979) *Survival Kit for Overseas Living*, chapter 18 "Culture Shock: Occupational Hazard of Overseas Living." Intercultural Press, Yarmouth, MN Pp. 91-100

- 3d. *Modules 1.71. Common Reactions What's Up With Culture?* ([www.pacific.edu/culture](http://www.pacific.edu/culture)), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at [www.pacific.edu/culture](http://www.pacific.edu/culture)
- 3e. *Modules 1.5.1, The Things We Say and 1.52, U.S. American Values What's Up With Culture?* ([www.pacific.edu/culture](http://www.pacific.edu/culture)), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at [www.pacific.edu/culture](http://www.pacific.edu/culture)
- 3f. *It's Your World: Students' Guide to Education Abroad*. A special project of NAFSA: Association of International Educators, SECUSSA section. Available at <http://www.studyabroad.com>
- 3g. Center for Global Education Study Abroad Student Handbook: Special Issues. Available at <http://www.studentsabroad.com/specialissues.html>
- 3h. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Differentiating Between Generalizations and Stereotypes" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 53-54
- 3i. *Module 1.6.3, Communication Styles What's Up With Culture?* ([www.pacific.edu/culture](http://www.pacific.edu/culture)), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at [www.pacific.edu/culture](http://www.pacific.edu/culture)
- 3j. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Contrast your communication style with host nationals" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 124-127
- 3k. *Module 1.6.1, The Body Speaks What's Up With Culture?* ([www.pacific.edu/culture](http://www.pacific.edu/culture)), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at [www.pacific.edu/culture](http://www.pacific.edu/culture)
- 3l. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "A model of intercultural sensitivity" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 102-105 (Adopted from Bennett, 1993)
- 3m. *Culture Matters: The Peace Corps Cross-Cultural Workbook*. Can I still be me? Survey
- 3n. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Culture Learning Strategies Inventory" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 110-112
- 3o. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "The D-I-E Model of Debriefing" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 23

## **Module 4: Host Country Culture Info**

Having looked at general cross-cultural issues and culture shock, students in this module will apply what they have learned. They will begin to examine cultural issues and characteristics specific to their host country(ies) or other culture(s).

- Task #1: Learn From Others: Critical Incidents (4a): Using critical incidents, students will use their cultural learning thus far to analyze what happened and why.
- Task #2: Read Accounts of Culture Shock in Your Host Country: Students are familiar with the stages of culture shock, and general ways of avoiding it or dealing with it. In this section they will look at what might happen in their host country.
- Task #3: Be Familiar with Nonverbal Communication in Your Host Country: Students research at least one article about nonverbal communication in their host country, or a country or region that they might be interested in visiting.
- Task #4: Learn About Politeness and Etiquette in Your Host Country (4b): Students research articles relating to politeness and etiquette in the host country or region and write an entry on their findings in their Info Log.
- Task #5: Research Discrimination and U.S. Stereotypes in Your Host Country: Students research whatever sets them apart from the mainstream society of their host country, learning about any consequences in advance, and ways to deal with it. Entries are made into their Info Log.
- Task #6: Prepare Your Culture Report: Students will look at the host country culture through a broader lens, finding articles about all aspects of culture, ranging from food and dress to celebrations and customs. Students prepare a 2-page report describing their learning.

### **Resources Used:**

- 4a. *Modules 1.7-Surprises and Shocks What's Up With Culture?* ([www.pacific.edu/culture](http://www.pacific.edu/culture)), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at [www.pacific.edu/culture](http://www.pacific.edu/culture)
- 4b. HSBC Commercial clip, taken from [www.youtube.com](http://www.youtube.com): : <http://www.youtube.com/watch?v=jNyaOnh9vLI>

## **Module 5: Language Learning Strategies**

This module will address linguistic issues in general, including tips for learning another language. The module will also be relevant for students studying in countries where English is spoken, as it will discuss issues related to traveling in non-English speaking countries and increasing vocabulary.

- Task #1: Find Out Why You Should Learn a Language (5f): Students are introduced to some of the many different reasons to learn a foreign language. A clear idea of why they are learning a language will help to motivate them in their studies.

- Task #2: Get Tips on Studying Language: Practical suggestions are provided for studying effectively, overcoming anxiety, and learning the grammar and skills necessary for success in foreign language classes and in a study abroad context.
- Task #3: Resources for Learning (5a): This task provides students with Language learning and information.
- Task #4: Improve Your Foreign Language Reading (5b): Students are given tips to train themselves to read authentic articles and improve their language levels as a result. Students will choose an English language article and practice their skills.
- Task #5: English Around the World (5c): Students learn about the different styles of English spoken in different parts of the world.

### **Resources Used:**

- 5a. “Why learn another language?” Omniglot.com-A guide to written language. Available at <http://www.omniglot.com/language/why.htm>
- 5a. YouTube Clip: [http://www.youtube.com/watch?v=-Utn-T\\_Dz6A&url=http%3A%2F%2Fwww%2Eglobalscholar%2Eus%2Fcourse%2Easp%3Fcourse%3DP%26mid%3D5%26tid%3D77%26par%5Fid%3D1075](http://www.youtube.com/watch?v=-Utn-T_Dz6A&url=http%3A%2F%2Fwww%2Eglobalscholar%2Eus%2Fcourse%2Easp%3Fcourse%3DP%26mid%3D5%26tid%3D77%26par%5Fid%3D1075)
- 5c. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). “Ideas for Interaction” in *Maximizing study abroad: A student’s guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 75-76
- 5d. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). “Language Fatigue” in *Maximizing study abroad: A student’s guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 177-178
- 5e. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). “Language Strategy Use Inventory” in *Maximizing study abroad: A student’s guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 16-22
- Foreign Language Learning Homepage.: *Learning: Mnemonics*. Available at <http://www.foreignlanguagehome.com/topics/learning/index.htm>

### **Module 6: Learn Your Target Language**

This module is a continuation of module 5 investigating the process of language learning. Module 6 discusses additional tips for learning a language and utilizing specific language resources. It also discusses opportunities to learn indigenous or secondary languages in countries where English is not the only language of communication.

- Task #1: Listen to the Radio to Improve Your Listening Skills (6a): After reading the article ‘Strategies to Become a Better Listener’ students will find an online radio station in the target language and write a report about what they heard.
- Task #2: Read in Your Target Language: In module 5, students practiced their reading strategies using an English language article. Now, they will choose an article in their

target language to read, using the template provided. They will record their process in their personal blog page

- Task #3: Practice Your Speaking Skills (6b): Students will complete a speaking activity and write their reflections in their personal blog page.
- Task #4: Interacting with Locals Abroad (6c): Students are instructed to list 5 ways of how to interact with locals abroad.

### **Resources Used:**

- 6a. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Strategies to Become a Better Listener" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 167-173
- 6b. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Pre-Departure Speaking Activities" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp.197
- 6c. Center for Global Education Study Abroad Student Handbook  
<http://www.studentsabroad.com/>
- 6d. Foreign Language Learning Homepage.: *Learning: Mnemonics*. Available at  
<http://www.foreignlanguagehome.com/topics/learning/index.htm>

### **Module 7: Intro to Global Issues**

Being prepared for study abroad requires having a global outlook. This module is divided into two parts: learning about the U.S. and thinking about global influences. Students will learn about the role of the U.S. in the world and impressions of the U.S. by other countries. Information will be given about how geography affects development, which major players are in the world are, and what effect globalization has had on different countries.

- Task #1: Respond to Stereotypes about You (7a): Students read an article discussing a common stereotype of US Americans. They will then reflect on their socio-economic status and compare it to the stereotype in an essay.
- Task #2: Review How Much You Know about the USA.: Study abroad provides U.S. college and university students the opportunity to be global citizens. This section will give students basic information about the United States so that they can take part in communication with others intelligently.
- Task #3: Reflect on How Geography Influences You (7b) : The effects of geography on the development of culture is discussed, with questions for reflection that students will enter in their personal blog page.
- Task #4: Consider Globalization and its Impact (7c.7d): Students are presented with information about globalization and provided with both positive and negative viewpoints. Students will reflect on their own feelings in their personal blog page.
- Task #5: Multinational Organizations: Students will test their knowledge about multinational organizations and be directed to resources for further research.

**Resources Used:**

- 7a. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "The wealthy American?" in *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota Pp. 56-57
- 7b. Peace Corps World Wise Schools training curriculum, Module I. *Insights From the Field: Geography-It's More than Just a Place* Available at:  
<http://www.peacecorps.gov/wws/guides/insights/geography/module1/module1.html>
- 7c. Porter, K. "New Era Replaces Cold War and Space Age" in *About.com, Globalization Issues*. Available at  
<http://globalization.about.com/cs/whatisit/a/whatisit.htm>
- 7d. Porter, K. "Globalization: Good or Bad?" in *About.com, Globalization Issues*. Available at  
<http://globalization.about.com/cs/whatisit/a/gzgoodorbad2.htm>
- 7e. UN Millennium-project: Electronic Reference available at  
<http://www.unmillenniumproject.org/>
- 7f. Wikipedia: Electronic Reference available at: <http://en.wikipedia.org/wiki/UN>
- 7g. United Nations: Electronic reference available at: <http://www.un.org/english/>

**Module 8: Intro to Your Host Country**

This module provides students with a list of basic information they should know about the country where they will be studying, so that students can intelligently take part in communication with its people. Students will research the target country and fill in the template provided.

- Task #1: Explore Your Host Country's Geography: Students research and answer questions about the host country's geography
- Task #2: Research Your Host Country's Social Facts: Students research and answer questions about the host country's social facts
- Task #3: Investigate Your Host Country's Political Facts: Students research and answer questions about the host country's politics
- Task #4: Study Your Host Country's Economic Facts: Students research and answer questions about the host country's economy
- Task #5: Look Into Your Host Country's Sports, Music and Entertainment : Students research and answer questions about the host country's sports, music, and entertainment
- Task #6: Examine Your Host Country In Depth: Students research and answer questions about issues and ideas to consider about their host country

**Module 9: Logistics II: Health and Safety**

This module prepares students for health and safety challenges they may encounter abroad. At the completion of the module, students will have made their own crisis management plan to follow.

- Task #1: Learn About Best Practices for Health and Safety (9e): Learn and review what programs have to offer in terms of safety, share with your parents or guardians.
- Task #2: Develop Your Plan to Stay Healthy Abroad (9a): Information for avoiding disease and staying health while traveling is given, and health-related questions are offered to students to help them think about the issues.
- Task #3: Discover What Activities Abroad Are Unsafe (9b): Readings are provided which discuss what activities are definitely unsafe, and what students should think about when considering partaking in these activities. Questions for reflection are included.
- Task #4: Learn About Road Safety: Learn about your resources for road safety.
- Task #5: Avoid Crime Abroad (9c): Students can read the article about what to pay attention to in order to avoid crime. Questions for reflection are provided.
- Task #6: Learn How to Avoid Legal Trouble Abroad: Responsibilities students assume when agreeing to go abroad are discussed, as well as how to avoid legal trouble. Questions for reflection are provided.
- Task #7: Find Out About Drug Issues Abroad: Issues around drugs, both illicit and prescription are discussed. Questions for reflection are provided.
- Task #8: Find Out About Alcohol Issues Abroad: Issues around alcohol, questions for reflection are provided.
- Task #9: Develop Your Crisis Management Plan (9d, 9f): Students read information on what to do if they get into trouble overseas, what happens in a serious emergency, and how to find the proper emergency contacts in their host country. Questions provided will help them build their plan.

### **Resources Used:**

- 9a. Center for Global Education Study Abroad Student Handbook: *Basic Health and Safety*. Available at: <http://www.studentsabroad.com/health.html>
- 9b. Center for Global Education Study Abroad Student Handbook: *Risk Factors And Strategies To Reduce Risk*. Available at: <http://www.studentsabroad.com/riskfactors.html>
- 9c. Center for Global Education SAFETI Adaptation of Peace Corps Resources: *Personal Safety and Awareness Workbook* Available at: <http://www.globaled.us/peacecorps/psa.html>
- 9d. Center for Global Education SAFETI Adaptation of Peace Corps Resources: *Crisis Management Workbook* Available at: <http://www.globaled.us/peacecorps/crisis.html>
- 9e. *Responsible Study Abroad: Good Practices for Health & Safety*. A special project of NAFSA: Association of International Educators, SECUSSA section. Available at <http://www.studyabroad.com>
- 9f. Center for Global Education Study Abroad Student Handbook *Emergency Planning*. Available at: <http://studentsabroad.com/index.html>

## **Module 10: Plan Your Return Home**

This module provides critical background to prepare students for their return to the U.S. This includes information on immigration and customs, coping with reverse culture shock, and maximizing the academic, professional, and personal benefits of the study abroad experience

- Task #1: Keep Memories of Your Experience and Keep in Touch (10a): Students are reminded of a number of important things they can and should do to make sure they bring proper closure to their experience abroad.
- Task #2: Know What To Do Before You Return: Students will be provided with tips on what to take care of and how before they return to home. They will answer a list of questions around this topic in their Info Log.
- Task #3: Learn How To Say Goodbye Before You Leave (10a): Discussion on the importance of saying goodbye. Students are instructed to research leave-taking customs of their host country.
- Task #4: Learn From Others Who Have Gone Before You: Students will interact with others who have had experiences abroad to learn from them.

### **Resources Used:**

10a. *Module 2.1-Preparing to Come Home What's Up With Culture?* ([www.pacific.edu/culture](http://www.pacific.edu/culture)), School of International Studies, University of the Pacific, Bruce La Brack, ed. (2003), funding by FIPSE, U.S. Department of Education. Available at [www.pacific.edu/culture](http://www.pacific.edu/culture)

### **Resources Used Appendix:**

Annenberg Media, Learner.org *Global Politics: USA and the World*

[http://learner.org/channel/courses/democracyinamerica/dia\\_15/](http://learner.org/channel/courses/democracyinamerica/dia_15/)

Center for Global Education *Resources for Study Abroad: Country and Culture*. Available at

<http://globaled.us/rfsa/country&culture.html#Culture>

Center for Global Education: *Study abroad: now more than ever*. Available at

<http://www.globaled.us/now/index.html>

Center for Global Education PLATO project: *Supporting diversity in study abroad*. Available at

<http://www.globaled.us/plato/diversity.html>

Center for Global Education Study Abroad Student Handbook. Available at

<http://www.studentsabroad.com>

Center for Global Education SAFETI Adaptation of Peace Corps Resources. Available at:

<http://www.globaled.us/peacecorps/introduction.html>

CIA World Factbook: Available at <http://www.odci.gov/cia/publications/factbook/>

Hoffa, W. *Advice for Parents: Frequently Asked Questions* SAFETI On-Line Newsletter

Volume 2, Number 1, Winter 2000 - Summer 2001 Center for Global Education.

Available at [http://www.globaled.us/safeti/v2n1\\_hoffa.html](http://www.globaled.us/safeti/v2n1_hoffa.html)

Hoffa, W. "Costs." In *the Study Abroad Handbook*, Available at

<http://www.studyabroad.com/handbook/costs.html>

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