

## GLOBAL SCHOLAR ONCE YOU RETURN COURSE SYLLABUS

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.

Following completion of their study abroad program, PLATO guides students through post-study abroad re-entry and re-integration to their home campus and the U.S. Earning the PLATO International Honors Certificate will recognize achievement and knowledge gained through study abroad and completion of all PLATO components.

### **Objectives:**

The goal of this course is to guide students returning from study abroad through the re-entry process. Students will be given tips and techniques to help them with their return home, advice on how to cope with the issues that may arise after their return, and ideas for how to continue their learning. This course provides students with the opportunity to continue with reflections on the foreign experience, on the odd, sometimes painful and unexpected process of cultural re-adaptation, on the integration of their intense international experiences with their current intellectual and emotional lives, and on where they can go from here personally and in their career preparation. It provides students with the chance to continue the cross-cultural learning process, to make better sense of their experiences abroad, and to further refine their skills in cross-cultural observation, adaptation, and communication.

The re-entry course is divided into ten modules, with students building their plan as they go through each module. Each module contains several tasks. Each task will have instructions and resources (like a selection of supporting articles, web links, text to choose from, along with video interviews with advice and stories from students who have studied abroad) for students to create a product like an evaluation, profile, list, etc. The components will have instructions and resources to help students understand concepts, reflect on experiences, and express thoughts in short essay format. Occasionally, material will be presented with a standard multiple choice/true-false quiz 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 guide students through the process and challenges inherent in returning from 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 (evaluating goals, objectives, and outcomes, academics-related re-entry template, other logistical issues)
- Readjusting to life back home and other re-entry strategies
- Bridging abroad-home learning with a continuation of international learning, maintaining language skills and revisiting culture
- Global Citizenry and reflecting on the host country culture
- Training for outreach, being a mentor to others and the larger community
- Continuing the international experience
- Integrating the study abroad experience into your future (resume and career building)
- The International Honors Certificate: what you've accomplished, how you've grown

### **Course Requirements:**

- Completing each module, working through all tasks
- Completing all quizzes
- Interaction with others through discussion, interviews
- Creation of a personal Information Log (Info Log) with regular entries as directed

### **Modules:**

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

Explains the content and aim of the re-entry 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: Your Top Ten Goals After Returning Home: Students form a list of goals from a template provided and list them in their info log.
- Task #3: Assess your Growth in Global Awareness and Appreciation of Diversity (1a, 1b): students write a goal statement for what they want from the study abroad experience.
- Task #4: Evaluate Your Re-Entry Adjustment So Far (1c): Students read an article on re-entry adjustment and then write one or two paragraphs assessing their own re-entry.
- Task #5 (1d, 1e): Say No to 'Shoeboxing': Students write two paragraphs on how they will avoid "shoeboxing" their experience abroad to share them with other students. Students will then view videos made by other study abroad students about their experiences.

**Resources Used:**

- 1a. Center for Global Education: *Study abroad: now more than ever*. Available at <http://www.globaled.us/now/index.html>
- 1b. Center for Global Education PLATO project: *Supporting diversity in study abroad*. Available at <http://www.globaled.us/plato/diversity.html>
- 1c. University of Minnesota Learning Abroad Center: *Re-Entry Adjustment* Available at <http://www.umabroad.umn.edu/index.html>
- 1d. *Module 2.5-Say No to Shoeboxing 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)
- 1e. Student videos taken from [www.youtube.com](http://www.youtube.com)

**Module 2: Logistics I: Returning Home**

This module guides students in evaluating their goals and outcomes from the study abroad experience as well as taking care of academic follow-up on their home campus.

- Task #1: Evaluate Your Goals, Objectives and Outcomes from Study Abroad: Students are guided to reflect on their academic experiences abroad, the orientations they received from staff at their home institution and on-site, and subsequent programming throughout the program. Students complete the PLATO evaluation form provided and submit to their Info Log.
- Task #2: Improve Your Program (2a): Students are asked to put down ideas on how to improve their program and what they would change.
- Task 3: Make Sure Your Academic Credit Counts: Students can complete a template they will help them verify how they can get their credits and grades (where applicable) to transfer and how to apply for the appropriate requirements for their degree.
- Task #4: Get Organized On Campus: Various non-academic logistical issues are covered that students must take care of upon their return to campus.

**Resources Used:**

- 2a: University of Minnesota Learning Abroad Center: *Diversity Issues in Study Abroad*. Available at <http://www.umabroad.umn.edu/index.html>

### **Module 3: Adjusting To Life Back Home**

This module will examine the possibilities of what students may be experiencing as they return home and also assist them in reflecting on their experiences.

- Task #1 (3a) Consider Common Re-entry Challenges: Returning home involves a number of psychological, social and cultural aspects that can prove difficult-often because they are unanticipated. A list generated by interviewing students who have been through the experience is provided. Students pick three challenges and think of how they can overcome them.
- Task #2: Reflect on How You Have Changed (3c): Students are asked to reflect on how they have changed and how those around them may have changed during their absence.
- Task #3: Develop Strategies to Overcome Re-entry Challenges: Students are given a list of strategies and then asked to interview others who have experienced intercultural transitions, noting the coping methods that were applicable to their stories and adding them to their Info Log.
- Task #4 (3f): Think About How Re-Entry Has Affected You: Students complete a questionnaire and compare their answers to what their expectations were about study abroad before they left.

#### **Resources Used:**

3a. *Module 2.3.4-Ten Top Challenges 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. Center for Global Education Study Abroad Student Handbook: *Reverse Culture Shock*.

Available at <http://www.studentsabroad.com/reentrycultureshock.html>

3c. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002).

“Reacting to Changes” 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. 145

3d. University of Wisconsin-Madison International Academic Programs: *Re-entry Stories*. Available at

<http://www.studyabroad.wisc.edu/students/WelcomeBack/reentrystories.htm>

3e. University of Minnesota Learning Abroad Center

<http://www.umabroad.umn.edu/index.html>

3f. *Module 2.2-If You are Preparing to Return Home 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 4: Bridge Abroad-Home Learning**

Returning students often express that they don't want to lose the skills and qualities that they gained, and wish to expand on their international and multicultural experiences. This module helps students consider how to continue with their learning now that they are home.

- Task #1: Integrate Your International Learning On Campus (4a): A checklist of ideas is provided for students to make the most of the time they have left a school, focusing on ways for them to use the knowledge they have brought back and the new perspectives they have acquired. Students write about how they will make the most of their time and skills.
- Task #2: Maintain Your Language Skills: Students read a list of suggestions for continuing their language learning and make their own action plan.
- Task #3: Continue Your International Learning: A list of ideas is provided for students to continue their learning. Students choose three items and design their own plan for continuing their learning.

### **Resources Used:**

4a. *Module 2.5.2-Remaining Time in School 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 5: You As a Global Citizen**

Though we are all human, we start off from a different cultural perspective that shapes our worldview. In this module, students will look at what it means to be a "global citizen," utilizing their experience living in another country.

- Task #1: Review Your Level of Intercultural Sensitivity (5a): Students will learn about the DMIS model and then do some exercises to assess their stage of intercultural sensitivity and how to develop to the next stage.
- Task #2: Think About Your Perspective on the Role of the U.S. In The World (5b): Study abroad can result in challenges to core personal or societal beliefs. Students' views of the U.S. and the world may have changed as a result. This task helps them sort through their changing perspectives, by offering questions for reflection. Students will post their thoughts in their Info Log.
- Task #3: Review Your Perspective on the United States: Student's views may have changed since they returned home. They may have gained a new perspective on the U.S. This task addresses the ways that their perspective may have changed and how.
- Task #4: Consider Culture's Role in Global Issues: Comparing our own culture to another can be one way to learn about both. In this exercise students write a letter to someone from their study abroad host culture explaining the most significant

differences she or he can expect to find when coming to the U.S. Students are to submit the letter to their Info Log.

- Task #5 Challenge Yourself in Your Own Community (5c): Students watch a video about leaving their comfort zone from time to time and learn about how to explore their own community when they return.

**Resources Used:**

- 5a. 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. 101-105
- 5b. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). “Seeing the U.S. and the World in a Different Light” 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. 149
- 5c. Global Voices Weblog. Available at <http://cyber.law.harvard.edu/globalvoices>

**Module 6: Mentoring Other Students**

In this module, students are encouraged to be mentors in their community. The information and exercises within the tasks and the related modules will help students in developing a portfolio that will assist them in discussing their experiences and what they learned from them effectively.

- Task #1: What It Means to Be a Mentor: In this exercise students will begin learning to mentor about their study abroad experience. Students will watch a video about how to share their stories and get others excited about study abroad.
- Task #2: Share Important Aspects of Your Experience: After reading some stories written by other students about their experiences, students will write an article describing something that they feel stands out as one of the most important aspects of their study abroad experience. Students will post this article with photos to their Info Logs and are encouraged to submit it to a campus newspaper or other resource for publication.
- Task #3: Provide Cultural Advice for Study Abroad Success: Students think about suggestions they could give others to prepare them for a study abroad program in their host country. This exercise will help students reflect on what they learned and can be used as a way to organize their thoughts about the study abroad experience. They will interact with other students and enter their reflections in their Info Logs.
- Task #4: Discuss Diversity Issues Abroad: Students have the chance to learn to mentor students of color and others who might choose their host country for studying abroad. They will write an essay about diversity issues in their host country, describing the issues to future study abroad students in a comparative manner with that of the United States.

## **Module 7: Community Outreach**

Sharing experiences with others in the community is important in order to impress on others the importance of an international/intercultural experience. This module contains tasks to assist students with the goal of being a mentor to the larger community.

- Task #1: Recruit for Study Abroad on Campus: Students read about recruiting on campus and learn how to hold PowerPoint presentations to present their experience.
- Task #2: Present at a K-12 or Community College: Students are encouraged to email 2 other local schools, colleges, community colleges or universities (ideally the study abroad office or career/college counseling office) and give them access to their homepage or blog, if they have one, so that they may use it for recruitment of their students to study abroad programs.
- Task #3: Share Your Story With Others: Students are encouraged to talk to the faculty or advisers at their home university and find out ways to share one of the presentations they created for this module with the college or school advisers and/or faculty. Students choose a presentation and cater it to the needs of the advisers, faculty or class in which they wish to present it. Presentations will be submitted to the student's Info Log.

### **Resources Used:**

7a. Kalamazoo College, Project for Intercultural Communication. Letters Home.  
Available at <http://www.kzoo.edu/cip/kpic/letters/letters03/index.htm>

## **Module 8: Your International Future**

Many students consider returning abroad after graduation. The tasks in this module aim to help them decide if they wish to do so or, if they have already decided to go abroad again, with the planning process.

- Task #1: Think About Going Abroad Again: This exercise will help students decide if and how they want to go abroad again later on.
- Task #2: Work, Volunteer, or Intern Abroad (8a): Students read through suggestions for returning abroad and then write an essay on what area they chose and why. Essays will be posted to their Info Log.
- Task #3: Research Graduate Programs Abroad: Students read about graduate programs and then depending on their interests, choose either a search engine for graduate schools abroad or a graduate program of interest in the U.S.A. Students will do research on the website or graduate program and write a short essay of the highlights of the information that they can share with others. Essays will be added to students' Info Logs.
- Task #4: Find Funding for Graduate Programs Abroad: Whether students wish to secure funding for graduate study abroad or not, the list of resources in this sections will give them the information they need to decide. Students will write a

sample cover letter to one funder, add it to their Info Log, and research what sources other students have found via Interaction.

**Resources Used:**

- 8a. University of Minnesota Learning Abroad Center: *Work, Volunteer, and Interning Abroad* Available at <http://www.umabroad.umn.edu/index.html>
- 8b. University of Iowa International Programs: *Returnee Handbook* Available at <http://www.uiowa.edu/~uiabroad/returning/RETURNINGhandbook.html>

**Module 9: Logistics II: Job Search**

What have you learned, and how do you articulate your learning? These are the most important questions students must ask themselves concerning the future. This module will assist students in examining the learning that occurred and help them integrate it into their future personal and career aspirations.

- Task #1: Assess What You've Learned and What Skills You've Gained (9a): Students are instructed in taking inventory of what they learned and what skills and qualities they may have gained while abroad. A list is provided to spark ideas for creating a résumé, preparing an interview, and reflecting upon their experiences. Students then write an essay describing the skills and qualities that they gained from their experience, submitting the essay to their Info Log.
- Task #2: Learn To Articulate Your Experience (9b): This task will teach students how to articulate the learning that may have occurred while abroad. While completing this exercise, students are encouraged to think about how they could bring up these points in an actual interview and why such answers are important to discuss with a prospective employer.
- Task #3: Build an International Career (9c): This task aims to further students' understanding about how to create an international career. After referring to a list of resources, students will contact an international company in their community for more information about their hiring process.
- Task #4: Create Your Resume (9b, 9d): Students are provided useful information that will help students learn to "market" their international experience.

**Resources Used:**

- 9a. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). "Possible outcomes of an international experience" 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. 151
- 9b. University of Minnesota Learning Abroad Center: *Returning Student Handbook* Available at <http://www.umabroad.umn.edu/index.html>
- 9c. NAFSA's Guide to Education Abroad for Advisers and Administrators, 2005, pp. 335-339
- 9d. IES, Institute for the International Education of Students *Alumni Career Resources* Available at <http://www.iesabroad.org/alumniResume.do>

## **Module 10: Congratulations on Completing the Course**

The aim of this last module is for students to reflect on what they have learned throughout the study abroad/re-entry experience and this course.

- Task #1: Research/Interview a ‘Global Citizen’: Students identify someone they think is a “global citizen” or do research on such a person. They then describe in their Info Log why they think the person they chose exemplifies a “global citizen.”
- Task #2: Discover Your Life-Long Learning From Study Abroad (10b): As a final reflection, students will answer questions comparing and contrasting life in the U.S. with life abroad, the challenges they faced abroad, and the importance academically and personally of the study abroad experience.

### **Resources Used:**

- 10a. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). “You as a Culturally Diverse Person” 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. 39
- 10b. Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). “Study Abroad Leads to Life-Long Learning” 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.156-157

### **Resources Used Appendix:**

Bennett, M.J., (1999) Overcoming the Golden Rule: Sympathy and Empathy. In M.J. Bennett (Ed.), *Basic Concepts: Intercultural Communication*. Yarmouth, ME: Intercultural Press (pp. 191-214)

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/>

CIA World Fact book: Available at <http://www.odci.gov/cia/publications/factbook/>  
Global Voices weblog. <http://cyber.law.harvard.edu/globalvoices>

IES, Institute for the International Education of Students *Alumni Career Resources*  
Available at <http://www.iesabroad.org/alumniResume.do>

*It’s Your World: Students’ Guide to Education Abroad*. A special project of NAFSA: Association of International Educators, SECUSSA section. Available at Studyabroad.com, <http://www.studyabroad.com/handbook/>

Kalamazoo College, Project for Intercultural Communication. Available at [http://www.kzoo.edu/cip/kpic/program\\_description.htm](http://www.kzoo.edu/cip/kpic/program_description.htm)

NAFSA's Guide to Education Abroad for Advisers and Administrators, 2005

Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). *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.

Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2002). *Maximizing study abroad: A program professional's guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

University of Minnesota Learning Abroad Center Available at <http://www.umabroad.umn.edu/index.html>

University of Wisconsin-Madison International Academic Programs. Available at <http://www.studyabroad.wisc.edu/index.html>

University of Iowa International Programs: *Returnee Handbook* Available at <http://www.uiowa.edu/~uiabroad/returning/RETURNINGhandbook.html>

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)

The World Bank Group: United States Data Profile. Available at <http://devdata.worldbank.org/external/CPProfile.asp?SelectedCountry=USA&CCODE=USA&CNAME=United+States&PTYPE=CP>