

## GLOBAL SCHOLAR WHILE YOU'RE THERE 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.

### **Objectives:**

The goal of this course is to guide students as they are studying abroad in their host country, with information on money management, health/safety, communication, language learning, cultural adjustment, and preparing to return home. This course is designed to enable students to make the most of their study abroad experience by reviewing and journalizing what they have done so far in order to help them accomplish the goals they've set. This course provides information on how to utilize resources and deal with special challenges students might face while abroad. Finally before returning students will learn how to say goodbye in an appropriate manner, taking with them an experience which they can use to possibly use to mentor others at home.

The While You're There Course contains six modules, with students building their plan as they go through each one. 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 (keeping documents safe, communicating while abroad, managing your money)
- What are you going through? (resources to support diversity, stereotypes abroad, special challenges abroad)
- Culture and knowledge specific issues
- Language issues
- Preparing to return home
- Preparing for mentorship

### **Course Requirements:**

- Completing each module, working through all tasks
- Completing all quizzes
- Interaction with others through discussions, interviews
- Reading about logistical issues while abroad
- Preparing to return home
- Creation of an Info Log with regular entries as directed

### **Modules:**

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

Explains the format and content of the while you're there 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.

#### **Module 2: Logistical Issues While Abroad**

- Task #1: Keep Your Travel Documents Safe: Students will learn how to keep their various travel documents safe
- Task #2 (2a): Decide How to Communicate While Abroad: Students will learn about the various ways to communicate abroad including developing a checklist for using various telephones and written communication while abroad
- Task #3: Manage Your Money While Abroad: (if you've decided on a program) review the money management while abroad in section of the pre-departure course
- Task #4: Stay Healthy and Safe While Abroad: Review and learn about health and safety while abroad
- Task #5: Get Health Insurance: Read general info on health insurance that can be obtained for study abroad Review and learn about health and safety while abroad
- Task #6: Staying Safe: 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.

- Task #7: Road Safety Abroad: Students learn about Road Safety and which types of transportation are best to avoid.
- Task #8: Avoid Crime and Legal trouble: Students learn how to avoid crime, read the top ten ways of becoming a victim and are asked to research legal issues in their Host country.
- Task #9: Be Prepared For Emergencies. Students read about how to cope with a crisis and prepare an Emergency Action Plan.

**Resources Used:**

- 2a. Center for Global Education Study Abroad Student Handbook: *Center for Global Education Students Abroad - Methods of Communication While Abroad*. Available at <http://www.studentsabroad.com/methodsofcomm.html>
- 2b. Center for Global Education Study Abroad Student Handbook: *Medical Care and Insurance*. Available at <http://www.studentsabroad.com/insurance.html>
- 2c. Center for Global Education SAFETI Adaptation of Peace Corps Resources: *Crisis Management Workbook* Available at <http://www.globaled.us/peacecorps/crisis.html>
- 2d. Center for Global Education Study Abroad Student Handbook *Emergency Planning*. Available at: <http://studentsabroad.com/index.html>

**Module 3: Diversity Abroad: Special Challenges**

- Task #1 (3a): Resources to Support Diversity: Students can check out links in this section relating to various ethnic groups and the support there is for them to study abroad
- Task #2: Dealing with Discrimination: Read about discrimination, stereotypes, and personal stories dealing with identity while abroad
- Task #3: Stereotypes About the U.S.: In this section students can research and read about Anti-U.S. sentiments and where U.S. stereotypes come from.

**Resources Used:**

- 3a. Center for Global Education PLATO project: *Supporting diversity in study abroad*. Available at <http://www.globaled.us/plato/diversity.html>

**Module 4: Culture, Language, Knowledge**

- Task #1: Ease Your Cultural Adjustment: Learn more about culture and its impact
- Task #2: Research Your Host Country: Understand that each country's culture is different
- Task #3: Get Tips for Language Learning: Read about tips for studying a language along with developing an interaction plan in addition to coping with language fatigue
- Task #4: Improve Your Vocabulary & Speech Acts: Students learn how to use mnemonics for learning vocabulary and about Speech Acts.
- Task #5: Understanding the World: Increase your knowledge of global issues, refer to understanding the world module in the pre-departure course

## **Module 5: Preparing to Return Home**

- Task #1: What Do I Want Accomplish While I am Here?: Decide what you want to accomplish while abroad
- Task #2: Journal Your Experience: Students learn about the importance to keep a journal and about ideas on how to keep them.
- Task #3: Review What You've Done So Far: This task gives students an opportunity to reflect on their abroad experience so far and continue to keep learning
- Task #4 (5a) : Learn About Re-entry Challenges: Students can read an article on re-entry preparation which provides tips and how to prepare oneself upon return to the United States
- Task #5 (5b): Set Aside Time for Reflection: The students can answer questions and reflect how they are feeling before returning home
- Task #6 (5c) : Say Goodbye to Others in the Proper Manner: Students can read an article to find out why it is important to say goodbye in a proper and respectful manner
- Task #7 (5d): Be Aware of Duties and Customs Regulations When Returning Home: This is important information on with a list of things you can and cannot bring home to the USA
- Task #8 (5e): Give Your Family and Friends Tips for Welcoming Home: Students can give their family and friends tips for helping them home

### **Resources Used:**

- 5a. Modules 2.3.3-*Ten Top Tips, What's Up With 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)
- 5b. Module 2.5.1-Twelve Tips for Welcoming Returnees Home *What's Up With 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)
- 5c. "I plan to come back, so I don't really need to say goodbye"(pp. 140), in *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use* . Available at <http://www.globaled.us/plato/maxsa.html>
- 5d. Module 2.1-Preparing to Come Home *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)
- 5e. Module 2.5.1-Twelve Tips for Welcoming Returnees Home *What's Up With 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 6: Preparing for Mentorship**

- Task #1: Analysis and Understanding: This section will help students make better sense of their experience
- Task #2: Preparing for Mentorship: For those students interested in mentoring upon once they return, this sections provides ways of how to prepare

### **Resources Used Appendix:**

Center for Global Education SAFETI Adaptation of Peace Corps Resources:

*Crisis Management Workbook* Available at <http://www.globaled.us/peacecorps/crisis.html>

Center for Global Education Study Abroad Student Handbook *Emergency Planning*.  
Available at: <http://studentsabroad.com/index.html>

Center for Global Education Study Abroad Student Handbook: *Center for Global Education Students Abroad - Methods of Communication While Abroad*. Available at <http://www.studentsabroad.com/methodsofcomm.html>

Center for Global Education Study Abroad Student Handbook: *Medical Care and Insurance*. Available at <http://www.studentsabroad.com/insurance.html>

Center for Global Education PLATO project: *Supporting diversity in study abroad*. Available at <http://www.globaled.us/plato/diversity.html>

“I plan to come back, so I don’t really need to say goodbye”pp. 140, in Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use. Available at <http://www.globaled.us/plato/maxsa.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)