

## Preface

My own experience of crossing international borders in pursuit of personal, professional, and educational goals has been a significant influence in the formulation of this handbook. I have encountered many of the issues faced by staff and students in social, cultural, educational and linguistic contexts vastly different from my own. Personal links to this topic have been a valuable source of insight and imbued me with the drive to see this handbook to its fruition.

As short-term study abroad programs/courses continue to gain popularity throughout much of the world, this handbook presents a collection of works from leading scholars in the field. Institutions of Higher Education (HEIs) are investing in study abroad as a major component in their efforts to internationalize their campuses with many having established infrastructures in support of outbound mobility experiences. The international mobility of HE staff and students not only contributes to the internationalization of HEIs, but can also impact on the outlooks, subsequent lifestyles, and future careers of participants. And, while innovation of international curriculum can occur in many ways, study abroad programs in particular, warrant evaluation due to the proliferation of related research over the past decade.

Throughout this handbook, and a review of the relevant literature, scholars use a typology of terms for short-term study abroad, including but not limited to: academic internships; bilateral student exchanges; education or semester abroad; extended field trips; faculty-led tours; field or area studies; intersession or immersion programs; integrated university studies; international clinical and practical preservice training; internships or co-op; mentored travel; project-based and service-learning placements; school exchanges; and travel seminars (refer to The Forum on Education Abroad, 2001). In general, such programs involve relatively small groups of staff and students embarking on a short 2-6 week period of study overseas—perhaps at a ‘partner’ institution—which offers such advantages as a shorter time commitment, lower costs, greater administrative ease, and/or meets specific objectives related to an important facet(s) of the HE curriculum without disrupting normal semester periods.

In the literature pertaining specifically to the cross-border mobility of students, the *Push-Pull* model is a widely accepted analytical framework. Significantly, international short-term programs can vary widely in terms of ‘home’ country *push* factors e.g., academic focus and rigor; duration; extent of immersion; future career benefits; prerequisite studies; proposed accommodation; support services; total cost; word-of-mouth referrals; and overall planned itinerary. Short-term programs can also vary widely in terms of ‘host’ country *pull* factors e.g., climate; commonality of language; geographic location; healthcare facilities; ideological affinity; political interests; racial tolerance; reputation; safety; security; and social atmosphere (see also Bodycott, 2009; Bodycott & Lai, 2012; Li & Bray, 2007; Mazzarol & Soutar, 2002; Salisbury, Umbach, Paulsen, & Pascarella, 2009).

Students have the opportunity to participate in uniquely designed, special-interest, and personalized studies overseas guided by the tutelage of a mentoring faculty member(s) on, for example: ‘*Biodiversity, Extinction, and Community-based Conservation in Madagascar*’; ‘*Literacy and Special Education in the Dominican Republic*’; ‘*Fashion Merchandising in Milan*’; ‘*German Studies in Lüneburg*’; ‘*Southeast Asian Field Biology*’; ‘*Studio Art in Florence*’; and ‘*Vienna Master Courses for Music*’. While study abroad programs should be ‘enjoyable’ experiences, they should not be promoted or viewed as ‘an easy study option’, ‘time-off’ or a ‘vacation’. Studying abroad is *not* a vacation and a vacation is *not* tantamount to a study abroad experience (Perry, Stoner, & Tarrant, 2012). The legitimacy of study abroad is linked with fulfilling major/minor and/or elective requirements that students would need to take even if they remained at their ‘home’ campus.

Principally, there needs to be an ‘educative’ connection between the ‘home’ and ‘host’ destination/organization for advancing HE teaching and learning opportunities. Certainly, the more relevant the international experience is to the overall educational objectives of the program/course, the more staff and students will benefit. Study abroad offers an invaluable chance to discover a diverse culture through a personal, professional, and educationally enriching experience. Nevertheless, as Donnelly-Smith (2009) noted, certain students enrolled in structured programs such as education, engineering, medicine, nursing, and pharmacy for example, may be *less* likely, or reluctant, to participate. The decision to facilitate (staff) and/or undertake (student) a short-term study abroad experience is *not* always a simple or straightforward one.

Increasingly, *all* students need to be prepared for a global work environment and HEIs have a duty to meet the growing demand for study abroad opportunities that are inclusive of traditional, non-traditional, and first generation HE cohorts. Proponents stress a number of ‘positive’ outcomes or key competencies for those undertaking a study abroad venture, including such marketable skills as: accepting foreign values and beliefs; adapting behavior; building confidence; communicating across cultures; deepening learning and inspiring rigor; detecting ethnocentrism; encouraging solidarity; engaging in active observation; enhancing civic-mindedness; facilitating intellectual growth; fostering empathy; increasing self-awareness; practicing reflexive understanding; preventing stereotypes and prejudice; showing cultural humility; and tolerating ambiguity—to name but a few (e.g., Crossman & Clarke, 2010; Hadis, 2005; Stebleton, Soria, & Cherney, 2013; Tarrant, Rubin, & Stoner, 2014). As already alluded to, global encounters may facilitate a clearer sense of personal and professional purpose, vision and ambition that may otherwise have been overlooked by staying domestic.

The overall mission or chief aim of this handbook was to offer an international platform for specialists to contribute and share their advice, data, experiences, findings, ideas, perspectives, research, and future recommendations for *how* their HEI is addressing the issue of increased participants, providers and quality of short-term study abroad offerings. With this in mind, this volume was conceived with the following objectives:

- To engage in intellectual exchange and present a comprehensive volume of research that brings together concepts, strategies and approaches for internationalization, exchange, and study abroad issues surrounding outbound staff and students, and the cross-border delivery of HE across many parts of the world;
- To broaden pedagogical expertise through connecting, informing and leading empirically-based and rigorous research activities associated with study abroad at the HE-level. The information may enrich existing programs/courses, or create new ones by improving offerings and raising stan-

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dards so that study abroad opportunities align with best practices, and successfully meet global challenges;

- To facilitate deep discussion into current and future research priorities with respect to theoretical, conceptual and practical aspects of internationalization via study abroad. This includes the motivations for, and the obstacles facing, regional, national and institutional policies, procedures, and methods related to the delivery of HE abroad.

Since the experiences of study abroad are many and varied—not always comfortable or even positive—this handbook explores the intricate and multiple determinations of changes in participants, both staff and students, as well as program delivery and praxis. This handbook has been organized thematically into six sections:

- Section 1 is titled *Short-Term Study Abroad Trends and Demographics*. With a growing emphasis on the internationalization of HE, students are heading abroad in record numbers, but *who*, *where* and *why* questions lay the foundation for subsequent chapters. These three chapters provide a deeper understanding of factors (such as gender, race, and intended major) that may affect student intent and ultimate participation in study abroad, as well as geographic distance from ‘home’ and attitudes about other cultures.
- Section 2 titled *Pre-Departure Considerations for Outbound Mobility* contributes to improving understanding of various factors that underpin staff and students’ decision-making with regards to study abroad. Seven chapters contribute knowledge to formulating effective cross-institutional communication and collaborations. This section also elucidates recruitment strategies for HEIs to attract students as motivational divergences will have implications for marketing, orientation, transition and retention.
- *Faculty-Led International Exchange and Service-Learning Experiences* are captured in Section 3. Seven chapters present a multi-disciplinary array of study abroad programs/courses in fields such as Business, Design, Engineering, Human Resource Management, Information Technology, and Marketing across Australia, the UK and the US.
- Section 4 is specifically focused on *Global Health-Related Courses and International Field Placements*. The array of five chapters are centered around Global Health, Medicine, Pharmacy, Social Work, and other experiential, socially-responsible, and civically-engaged international encounters in predominantly developing countries.
- Dedicated to *Teacher Internationalization and Preservice Practicums Abroad*, Section 5 presents six chapters that explore undergraduate and postgraduate students in the discipline of education, and predominantly those undertaking a preservice teacher practicum placement in another country. These works, comprising mostly of qualitative data taken from surveys, interviews and focus groups, relay students’ personal and professional growth as future educators.
- Section 6, *Second Language Acquisition and Intercultural Awareness*, explores a variety of research traditions in the field of language learning abroad, including identity formation, acculturation, communication and socialization, language acquisition, measurement of proficiency, and intercultural competencies.

The carefully selected chapters will raise the consciousness of many: academicians; administrators; advanced-level students; cross-cultural trainers; educational institutions; educators; employers; gov-

ernment officials; HE counsellors; international student services; marketing specialists; participants; policy-makers; program/course managers and developers; and other researchers interested in short-term and outbound study abroad.

## SECTION 1: SHORT-TERM STUDY ABROAD TRENDS AND DEMOGRAPHICS

Odgen and Streitweiser launch this handbook with Chapter 1, which concentrates on a concise overview of research in the area of United States (US) education abroad, beginning with a brief discussion of the changing role of US Higher Education (HE) and the ever-increasing momentum toward assessing and documenting outcomes. This is followed by a brief overview of the major trends in contemporary education abroad research in the US, with particular emphasis on research in short-term programming, and an assessment of the major methodological and design challenges. Due to their importance to education abroad and HE research, brief attention is given to the major theoretical models that have traditionally informed education abroad research in the US and the conceptual frameworks from related disciplines that may further extend education abroad research. Commonly used instruments are discussed in context of measuring outcomes. Some notable gaps in the existing research and needed directions are also shared.

Nerlich, in Chapter 2, outlines various sources of data available on outbound student mobility, noting the prevalence of *two* major mobility modes: (a) full degree mobility, or (b) credit mobility, the latter being commonly referred to as study abroad and involving students studying in another country to accrue credit towards a degree that will be awarded back in their ‘home’ country. Using Australia as an example of a country embracing opportunities for outbound mobility—while also being a popular study destination for students from other countries—this chapter investigates different types of outward mobility data collections and the methods used to populate them. It also outlines research methods employed to measure the ‘quality’ of outward mobility experiences and the return of investment that may be achieved by students and funding bodies, with respect to learning outcomes and graduate employability.

Chapter 3 covers the Palestinian Arab Minority students from Israel (PAMI) and the difficulties involved in accessing institutions of HE in Israel for the free professions such as medicine, para-medical disciplines and law. Arar and Haj Yehia see this as a ‘constricted choice’ as PAMI search mainly for foreign universities that will accept them without blocks to their admission and have friendly relations with Israel. This chapter analyses the characteristics of PAMI HE studies abroad, tracing the main trends that have taken place over the last two centuries. Data are drawn from official statistics and documents and representative studies of PAMI students abroad conducted mainly by the authors.

## SECTION 2: PRE-DEPARTURE CONSIDERATIONS FOR OUTBOUND MOBILITY

Section 2 commences with Starr-Glass’ Chapter 4, which elucidates how study abroad can be an exhilarating and transformative experience; literally moving students to a place where globalization, internationalization, and cultural awareness are direct experiences and not classroom abstractions. Study abroad provides multiple social and learning benefits for students, but in addition it also adds to the vibrancy of their colleges. Despite these benefits, however, study abroad still remains a missed opportunity for most US students and their institutions. This chapter advocates that study abroad should be recognized and celebrated as an important ‘rite of passage’ in undergraduate life. Thus reconceptualized, students should place renewed value on the study abroad experience and colleges should promote such initiatives more

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effectively. This chapter explores the dynamics of rites of passage, the urgent need for significant rites of passage in undergraduate life, and how study abroad experiences can be strategically repositioned to benefit both students and their colleges.

Claassen Thrush and Victorino deliver a detailed case study with supporting data on how the University of California, Riverside (UoCR) has engaged underrepresented study abroad populations and has made progress toward increasing the number and diversity of students going abroad. Chapter 5 opens by reviewing the relevant literature and providing the context of this university and its recent history with short-term, faculty-led study abroad programs. This chapter focuses on low income students, but also features some discussion on ethnic minorities, first generation students, male students, and those from STEM-related majors. Analyzing student data collected through a survey and focus group highlights several key strategies undergirding the success and growth of participation in study abroad by underrepresented groups.

Chapter 6 by Jackson centers on the developmental trajectories of semester-long international exchange students from a Hong Kong university, illuminating their diverse attitudes and responses to unfamiliar educational practices. As internationalization efforts intensify across the globe, the number of students who are studying outside their ‘home’ country for part of their tertiary education has increased significantly. The vast majority of students from East Asian nations (Mainland China, Hong Kong SAR, Japan, Korea, Macau SAR, and Taiwan) study in a second language while abroad, with English the most common medium-of-instruction. As HEIs in other regions compete for students from this part of the world, increasingly, questions are being raised about what benefits students actually gain from outbound mobility programs. This chapter offers valuable insight into the linguistic, sociocultural, psychological and environmental variables that can impact the adjustment and (non)participation of Chinese students in the host environment.

Within Chapter 7, Bretag and colleagues, with the contributions of two Office for Learning and Teaching (OLT) funded projects, and reference to recommendations from the *Outbound Mobility Best Practice Guide for Australian Universities*, address the area of pre-departure support for student mobility experiences in Asia. In the current Australian HE climate—specifically in the context of the ‘New Colombo Plan’—it is important that HEIs address the projected substantial growth in ‘outbound’ student mobility to Asia. Universities need to provide effective support for both staff and students to successfully engage in intercultural learning activities as part of such experiences. The research participants for this study included eight academic study tour leaders and three administrative staff, plus six student focus groups representing various disciplines in one Australian university.

Short-term study abroad programs have been increasingly emphasized in expanding university curricula since the beginning of the 21st Century. In Chapter 8, Cheng analyzes students’ perceptions of short-term study abroad programs in the context of Hong Kong HE. This study examined students’ perceived benefits, concerns and the issues they faced when deciding on their participation in these programs. Using quantitative and qualitative methods, a case study was conducted on eight universities in Hong Kong. Results reveal that students strongly believed the greatest benefit(s) of taking part in these programs were enhancing their personal growth and intercultural development. This chapter contributes knowledge to understanding students’ perceptions and values of short-term and outbound study abroad in an Asian and Chinese context.

In Chapter 9, Townsin and Walsh propose that a new border pedagogy—based on the concept of ‘hybridity’—is needed. Hybridity as a concept is disruptive, but useful because it forces students to contemplate how ideologies are lived, experienced, and felt at the level of everyday life as the basis for

their experiences. The authors introduce a border pedagogy for living together-in-difference (Ang, 2001) which aims to foster students' abilities to recognize cultural borders and be ready, through pedagogical preparation, to creatively and successfully deal with the dissonance that potentially arises when their own cultural experiences and knowledge are at conflict with their new 'host' nation's different educational and sociocultural habitat. They argue such a border pedagogy, that welcomes potential miscommunication and intercultural conflict, better assists outbound mobility students to adapt—be flexible and empathetic—and embrace an ethnorelative view so they are better prepared to appropriately and effectively communicate in different intercultural encounters.

In Chapter 10, Sia attempts to categorize International Branch Campus (IBC) establishments by applying both the Institution Distance (ID) on risk consideration and the Uppsala Model of internationalization. The establishment of an IBC involves a sequence of incremental decisions to be made by a foreign HEI, and this chapter reveals these decision-making processes. In particular, it considers the rationale and risk considerations of establishing an IBC, and proposes a modified institutional distance to synergize with the Uppsala Model. Data has been gathered by an extensive search of the relevant literature. The purpose of this chapter is to encourage university leaders, economic strategists, policy-makers, entrepreneurs, practitioners and other important decision-makers to consider the risk reduction strategies practiced by other HEIs before embarking on a business venture in establishing an IBC in a foreign country.

### **SECTION 3: FACULTY-LED INTERNATIONAL EXCHANGE AND SERVICE-LEARNING EXPERIENCES**

Section 3 opens with Chapter 11, where Soria and her colleagues report on the results of a multi-institutional study of undergraduates who participated in a service-learning abroad experience. Data were derived from the Student Experience in the Research University (SERU) survey, which was administered to undergraduates enrolled at 14 large, public research-extensive universities ( $n = 12,744$ ) in the US during Spring 2013. The results of hierarchical linear regression analyses suggest that students who participated in this service-learning abroad (11.79% of students) were significantly *more* likely to develop multicultural competence, global, intercultural skills, and leadership skills over their undergraduate peers who did *not* participate in such service-learning abroad.

In Chapter 12, Chang and his international colleagues spotlight students in the Engineering and Information Technology (IT) fields and why they are statistically *less* mobile than in many other disciplines. This has been documented across Australia, Europe and North America. While studies have shown the benefits of going abroad for a period of time, these messages seem to be lost on many Engineering and IT students. Using comparative case studies between/among three HEIs, this chapter outlines and explores the challenges of trying to encourage more STEM students to go abroad. Challenges include: (1) student concerns; (2) degree structure and program limitations; and (3) faculty buy-in. By outlining three cases where strategic and operational actions have been taken to mitigate identified obstacles, a set of best practices have been explicated as 'mobility windows'. Essentially, in cooperation with faculty and within curricula, having both a clear management framework and defined performance indicators increases the chance of faculty buy-in.

Tuzovic's Chapter 13 is centered on study abroad as an increasingly important educational offering for teaching global learning and intercultural competence, maturity, and student sensitivity. Since the price tag attached to study abroad programs, however, can be daunting, questions arise as to *how* value can

be defined and created. Some scholars have used the principles of ‘Service-Dominant Logic’ proposed by Vargo and Lusch to suggest that students should be engaged as active co-creators of the university experience. Utilizing a qualitative research approach, this chapter proposes that the value process of study abroad programs consists of three stages: (1) value proposition and potential; (2) resource integration and value co-creation; and (3) value realization evaluation. In addition, this study identifies key roles of the participants and their operand and operant resources, which guide the value co-creation process. A framework provides faculty with a way to understand, adapt, and manage the resource integration and influence students’ study abroad value realization process.

In Chapter 14, Foster uses a non-essentialist lens to examine the complexities of learning cultures in the context of student mobility in a cross-faculty study. In the research literature regarding international students’ learning experiences, a frequently studied theme is the ‘Chinese culture of learning’ as contrasted by the ‘Western/United Kingdom (UK) culture of learning’. This essentialist approach tends to reduce a culture of learning to a static, nationally-bound object that exists a priori. A cross-faculty study examined the complexities underpinning a culture of learning in the context of student mobility, using a non-essentialist lens. Using unique perspectives on ‘home’ and ‘host’ cultures of learning by students from China studying ‘Business’ in the UK, and students from the UK studying ‘Design’ in China, seven distinct themes emerged. These included: good teaching; good learning; and peers and assessment. The results inform the design of student mobility programs with aspects of intercultural empathy as well as preparation for and benefits from study abroad as a feature of the internationalization of HE.

In Chapter 15, Akella communicates her experience as an instructor and team member of a study abroad program to China. The global nature of contemporary economy emphasizes the need for all ‘business’ graduates to possess a global perspective, cultural sensitivity and the knowledge of language and culture of more than one country. Consequently faculty driven, short-term, university study abroad programs allow students the opportunity to step outside of their classrooms and learn about the world in a safe, controlled and faculty regulated environment. ‘Learn by going’ (Keese & O’Brien, 2011, p. 21) would appear to be the best and most effective strategy. The author discusses the entire program, curriculum, pedagogies adopted, and learning outcomes of students. In the conclusion, the author critically reflects on her involvement in an educational tour to China.

## **SECTION 4: GLOBAL HEALTH-RELATED COURSES AND INTERNATIONAL FIELD PLACEMENTS**

In Chapter 16, Stoner and his colleagues contend that despite growing public awareness, health systems are struggling under the escalating burden of non-communicable diseases. Arguably, one must place themselves within the broader/global context to begin to truly understand the health implications of personal choices. Fostering a ‘global citizen’ perspective among graduates has become an integral part of HE discourse that can and should be extended to include global health. A global citizen is someone who is aware of global issues, socially responsible, and civically engaged. From this perspective, personal health is not solely an individual, self-serving act, but rather the consequences of lifestyle choices. This chapter details the: (a) development of an international global health course designed to foster global citizenship; (b) the research-led pedagogy; (c) methods of student evaluation; and (d) the importance of such a course within the broader context of HE.

In Chapter 17, Coryell and associates focus on International Service-Learning (ISL), which is understood as a structured experience in another country where students learn from interaction, cross-cultural dialogue, and reflection. The present comparative-case study examined US, European Union (EU), and New Zealand (NZ) students' transformative learning through working together in a university-based ISL course designed around re-building Christchurch; a post-disaster setting. Data were analyzed through the Kiely's (2005) Transformative Service-Learning Model and the findings contribute new elements to the dimension of this model and argue that the concept of global citizenship may better explain a mixed cohort of international students' service-learning experiences in a post-disaster setting.

Mpofu fills the gap in the literature by arguing how International Medical Experiences (IMEs) can be used to meet New Zealand's workforce challenges such as the emigration of this country's doctors as well as national economic and diplomatic agendas of increasing trade with Asian countries. Medical schools and colleges of medicine are increasingly highlighting the role of short-term outward mobility programs in the form of IMEs. In this way doctors acquire skills as they study or work outside their countries of training. Although benefits have been reported about the role of these IMEs in staff development, few studies have linked these with national workforce strategies, national economic and diplomatic strategies. Chapter 18 concludes by challenging key stakeholders of these experiences to increase support through a range of strategies: IME recognition in accreditation programs, policy action, student resourcefulness and multi-stakeholder involvement in funding and promotion of IMEs.

Wietholter and colleagues underscore how International Healthcare Experiences (IHEs) with global partners can facilitate considerable opportunities for student learning from both a scholarly and cultural perspective. US schools have been increasing their footprint internationally by developing programs in other countries or establishing shared curricula with global partners. Reputable US universities have become heavily involved in the global arena, even going so far as to deliver direct patient care, education, and research abroad. The primary objective of Chapter 19 is to review current IHEs in the literature and the subjective and/or objective benefits of these experiences, while also providing evaluations from foreign counterparts and students who have completed such IHEs associated with the authors' institutions.

Hawkins and her co-authors concentrate on international social work field education placements that pose considerable challenges for students, educators, universities and 'host' communities in Chapter 20. All four authors of this chapter have managed international social work student exchange programs at a university in Melbourne, Australia over the past 20 years. They have found that students may face (major) conceptual challenges as international placements oftentimes occur in developing countries that rely upon collective rather than individual models of practice. Contextual differences require staff and students to consider their new locale and ways to appropriately interact. This chapter draws upon the experiences of the authors in adopting different models with students over the years and concludes that the preferred approach is the Partnership Model where there is close collaboration between 'home' and 'host' universities.

## **SECTION 5: TEACHER INTERNATIONALIZATION AND PRESERVICE PRACTICUMS ABROAD**

Using Transformative Learning Theory, Dirkx and his team of colleagues open Section 5 with an examination of the narratives of graduate students who participated in study abroad programs across four countries. Graduate-level study abroad represents an important and expanding dimension of efforts to



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internationalize HE in the US. Graduate study abroad represents a kind of learning experience that is informed by its location within graduate education. The authors conducted a qualitative study of 52 ‘doctoral’ students in education. Students made use of multiple frames, characterized as academic, relational, or deep, reflecting varying levels of engagement of the student’s self, indicating a complex integration of the *personal* and the *professional* in the study abroad experience. The analysis of narratives suggest that the prevailing impact of the experiences was an expansion of the students’ sociolinguistic awareness; only a few students indicated *reflection on* and *questioning of* their psychological frames of reference, suggesting possible constraints of the overall program design, pedagogy, or both. It is suggested that program redesign and a review of pedagogical approaches may enhance experiences in future (graduate) study-abroad programs.

In Chapter 22, Vogt presents a study on the perspective of 35 European undergraduate preservice teachers who completed a teaching practice placement in the UK and Ireland between 2010-2014. Data from five years of reflective reports were content analyzed and complemented with focus group discussions six months after the students’ stay abroad. This chapter briefly outlines the structure of the practicum placement, delineates data collection and analysis methods, and discusses results in order to gauge the ‘potential’ of such placements for advancing professionalization and intercultural learning processes. Results indicate an interconnection of categories with ‘professionalization’ aspect taking particular importance.

Orsati and Shallish discuss how colleges and universities have increasingly worked to provide an international curriculum, acknowledging that students must be prepared to deal with international issues in a globalized world. Indeed, study abroad programs provide students with opportunities to learn about cultures, customs and traditions, economics, knowledge systems, language and politics outside of the US. Scholarship on study abroad offerings that employ critical disability study perspectives and acknowledge power and intersectionality are noticeably absent. In Chapter 23, the authors propose that the inclusion of these frameworks provide opportunities to disrupt traditional, hegemonic, and ethnocentric understandings of knowledge and work, reflecting the increasingly diverse demographics of HE students. By examining the program format and experiences of students on a short-term study abroad program to Brazil, the authors illustrate how disability studies, inclusive education, culturally relevant pedagogy and intersectionality all enable access, participation and learning outcomes to and about historically underrepresented groups in both countries.

Chapter 24 authored by Kirkgoz, describes the design of an innovative ‘Study Abroad’ curriculum to be integrated into teacher education departments within Turkey. The curriculum is based on the results of in-depth interviews administered to teacher candidates and/or practicing teachers of English following their return from a study abroad program. The curriculum is designed with a view of meeting the needs of prospective study abroad preservice teachers of English, and addressing possible challenges that may result from their participation in such programs. The most innovative aspect of the curriculum is that it incorporates problem scenarios, and provides experiential hands-on practice. The curriculum comprises ten modules, each focusing on a different topic. It is expected that the curriculum will enhance teacher educators’ awareness of the contribution(s) study abroad makes to create global citizens, and increase teacher educators’ knowledge about the learning needs of prospective study abroad preservice teachers.

In Chapter 25, Powell and Aram report on a university short-term study abroad immersion experience for preservice teachers in Costa Rica. Qualitative data from instructors’ field notes and participants’ photo blogs, exit interviews, and formal course evaluations were analyzed for evidence of expressions of ‘empathy’ for English Learners (ELs). Findings revealed that participants demonstrated empathy that was

linked to personal and professional growth as a future professional educator. To achieve the program's primary goal, the course was designed to enable authentic physical and emotional struggles (similar to those of other ELs') with purposefully facilitated reflection time to address feelings.

In a case study from Croatia, Vorkapic in Chapter 26, highlights how the internationalization of (pre) school teacher programs presents a great challenge for the HE sector, especially professors. Utilizing the relevant experiences from the perspective of an Erasmus Coordinator with two-years involvement and an Assistant Professor in the field of Social Sciences (Psychology major) at the Faculty of Teacher Education in Rijeka, Croatia, this chapter describes and analyzes information in the context of internationalization promotion within this faculty. Implications that could be drawn from this analysis are closely related to running objective empirical research on staff and students towards internationalization in (pre)school-teachers' education, creating clear and formal Erasmus procedures and developing the prerequisites for international (post)graduate study programs.

## **SECTION 6: SECOND LANGUAGE ACQUISITION and INTERCULTURAL AWARENESS**

As presented in Chapter 27, Nagle and co-authors open Section 6 with a discussion on how—despite intuitive and theoretically motivated claims that study abroad is an optimal environment for language development, especially pronunciation gains—research on its effectiveness has produced contradictory results. Further, there is little known about short-term study abroad programs, where matriculation numbers are increasing faster than ever before. This chapter analyses pre- and post-study abroad oral production data from 18 'advanced' learners of Spanish, focusing on stop consonants (/p, t, k, b, d, g/). Results suggest that study abroad has a variable impact on development and that gains may be most evident when immersion is combined with some form of instruction, in line with previous research. Thus, stakeholders should consider the quantity and quality of exposure, as well as the combined effect of immersion and language training in designing effective study abroad experiences.

Chapter 28 by Kong, is informed by multiple sociocultural and sociolinguistic conceptual frameworks, which highlight the compelling implication of identity (Norton Pierce, 1995), motivation (Dörnyei, 1990; Dörnyei & Csizér, 200; Ortega, 2009) and mediation (Vygotsky, 1978) in second language (L2) learning. Kong examines how the sense-of-self and aspirations of multiple Chinese students have affected their strategies in L2 experiences during study abroad in the US. Data sources included in-depth interviews, ethnographic observations, focus group discussions, and social media posts as examples. Within this specific study abroad context, substantial data from three focal participants divulged that multiple identities, self-positioning in imagined communities and motivation interacted with each other in mediating L2 learners' experience and investment selections. In other words, their feelings, sense-of-self and envisioned learning goals influenced and mediated their attitude and strategies in interacting with others.

Campbell addresses the common belief that one of the best methods for learning a foreign or second language is to develop social relationships with native speakers and to communicate with them using that language. As presented in Chapter 29, participation in study abroad programs, where the target language is spoken, is frequently recommended to increase interactional opportunities. However, language learners often report disappointment in their degree of interaction/friendship development with native speakers while abroad. With a focus on learners of the Japanese language, this study examined the contexts in which study abroad students in Japan find opportunities to interact and establish friendships with native

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Japanese speakers, and discusses participants' *satisfaction with* and *benefits of* such interaction(s). The results draw upon 36 questionnaire responses, as well as in-depth interviews with four focal informants, all of who completed study abroad in Japan between 2010-2013.

This handbook concludes with Chapter 30 and Yang's examination of both verbal and non-verbal intercultural communicative challenges faced by Australian students studying abroad in China. Using intercultural communication theories, the author analyses potential cultural shock and intercultural differences to provide Australian students with social and academic survival skills in their destination country. While there are many publications about international students' intercultural (mis)communication issues and adaptation difficulties, there are comparatively few works on Australian students' intercultural communication competence needed for living in China. Finally, this chapter looks at pedagogical implications of intercultural communication training for Australian students prior to their overseas studies and outbound mobility experience(s).

In agreement with Schaetti (2000, p. 268), 'the more that is discovered in the way of answers, the more that is discovered in the way of questions'. As I end this project, I take the last step in ending a lengthy, but rewarding journey. My satisfaction is derived from achieving what I set out to do. That is, to produce a handbook that educationalists (and others) may find valuable as they reflect on outcomes associated with the complex process of HE in a globalizing world. As Shougee (1999, p. 314) reflected 'every ending is a beginning', and while I rejoice in the completion of this work, I look forward to the potential for this publication to act as a catalyst for continued scholarly activity in this burgeoning field.

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