Study Abroad Re-entry Workshop Series

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PROJECT DESCRIPTION

International Education Project

BLANK University (identity of school is protected for this document) is a small private institution in the CITY area with a need to create a new re-entry program for their study abroad students. In order to build a robust program design proposal, this project will require a review of best practices in the field.

Scope of Work

In consultation with UNIVERSITY, a robust program proposal for a study abroad re-entry program will be designed. This will include attacking the program from two different, yet related, approaches. The first approach will be to develop program literature and activities that support the "unpacking" of the study abroad experience. This "unpacking" includes tackling the transformation that occurred during the experience as well as addressing the individual's cultural identity in relation to the larger world. The second approach will be to address the inherent issues of what comes after the study abroad experience and how to leverage this experience in the future of each student. This leveraging will include ways for the student to use their experience to gain entry into graduate school or to find professional opportunities in their chosen field. These two approaches in tandem will allow an interactive and engaging re-entry "workshop" designed for students returning from a study abroad experience. Lastly, a smaller assessment piece to gauge the effectiveness of the re-entry workshop and the attainment of intercultural competence will be designed, which may or may not be implemented depending on the resources and/or needs.

Stakeholders

Name – Director of Study Abroad (main point of contact)
University Contact Information
Name – Associate Director of Study Abroad
Name – Senior Study Abroad Coordinator
Name – Study Abroad Coordinator
Name – Study Abroad Coordinator
UNIVERSITY Study Abroad returning students
UNIVERSITY Study Abroad alumni
UNIVERSITY General student population
Faculty & Staff at UNIVERSITY
Parents of UNIVERSITY students
City community members
Field of international educators

Project Timeline

Program Design Proposal

February 25, 2014	Terms of Reference/Scope of Work Due
February 25, 2014	Draft Theory of Change Model Due
February 25, 2014	Draft Program Logic Model Die
February 24-March 4, 2014	Client out-of-country
March 10, 2014	Test of Logic Model Due
March 17, 2014	Research of Best Practices Due
March 24, 2014	Student Interviews
March 31, 2014	Approach #1 Program Due
April 6, 2014	Approach #2 Program Due
April 15, 2014	Re-Entry Workshop Proposal Due

Assessment Proposal

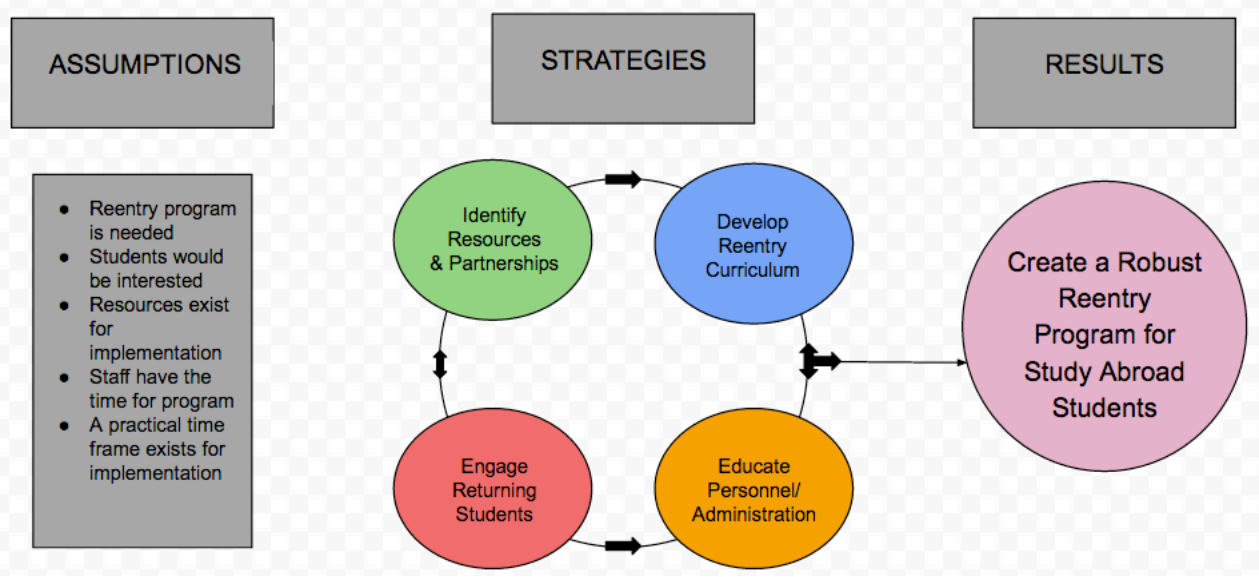
April 22, 2014	Summary of Assessment Plan Due
April 29, 2014	Goals & Objectives for Assessment Due
April 29, 2014	Mode of Data Collection Plan Due
May 1, 2014	Assessment Tools Due
May 1, 2014	Institution Review Board App Due
May 8, 2014	Assessment Proposal Due

PROGRAM LOGIC MODEL PROCESS

Theory of Change Model (TCM)

The Theory of Change outlines the overarching goal of the re-entry program. Starting with the assumptions regarding the program helped inform the key strategies that will be used to develop the program. Four strategies were identified that outline different areas that will result in the creation of a robust re-entry program for UNIVERSITY Study Abroad students.

Re-Entry Workshop Theory of Change Model



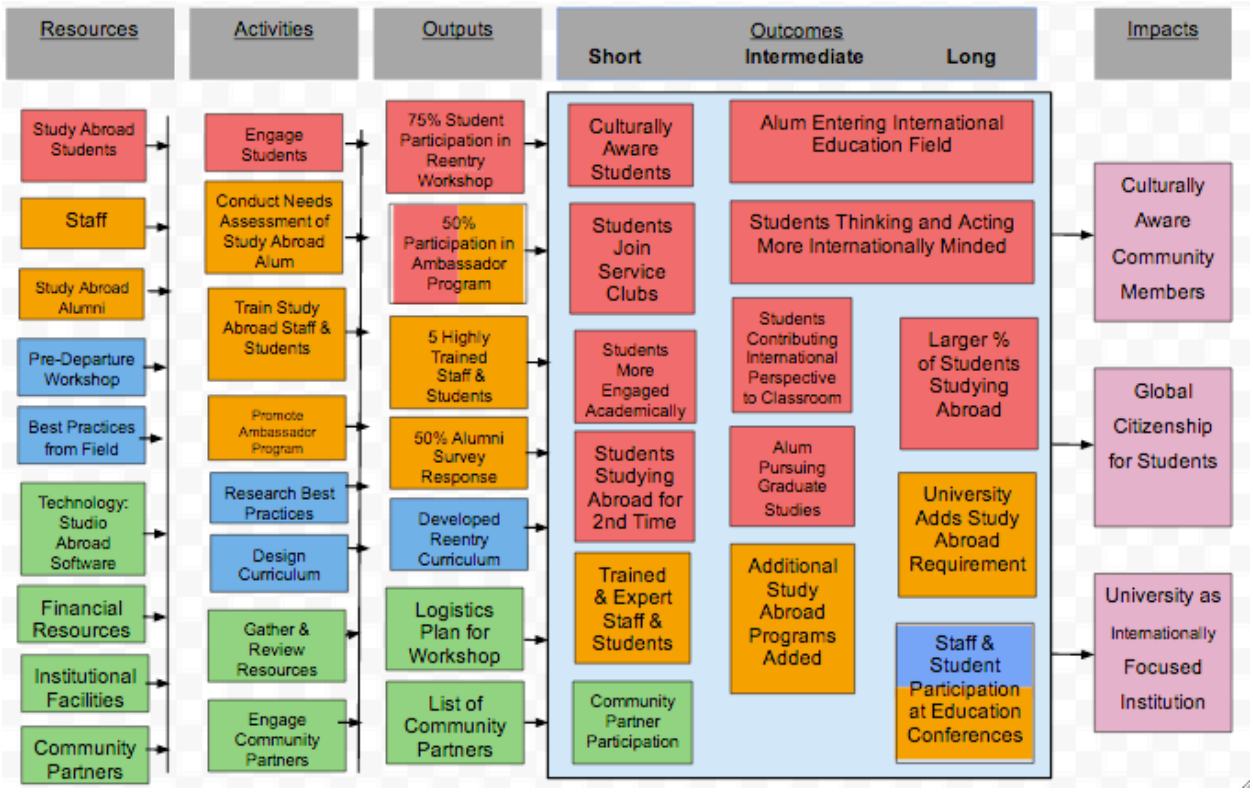
Program Logic Model (PLM)

This Program Logic Model is built from the foundation of the Theory of Change Model. The strategies now become activities and the results now become impacts. First, resources were identified that will create activities. From the activities, outputs were identified. As a way to address behavioral changes outcomes were identified, which can be broken down into short-term, intermediate and long-term. Should these outcomes be met, the desired impacts will happen.

Program Logic Model Key:

Strategies as they relate from TC	Color
Relating to Students	Light Red
Relating to Staff	Yellow
Relating to Curriculum Development	Light Blue
Relating to Resources	Light Green

Re-entry Workshop Program Logic Model



Modeling Process

In designing a theory of change model and program logic model, four distinct areas were identified, which will be necessary to achieve the intended result of the re-entry program. These four areas include students, staff, curriculum development and institutional resources. These will be expanded upon further with more clarification.

Students

As the most important stakeholder, students must be fully engaged in order to achieve the intended results of the re-entry workshop. This engagement must begin during the pre-departure workshop, which might include a 1-credit course currently being developed to be offered in the future. As a part of the pre-departure workshop, students must be informed about the re-entry workshop upon return to UNIVERSITY. This must be framed in such a way where students will understand the benefits and goals of the re-entry workshop in order to bookend the entire study abroad experience. During the study abroad semester, students will be contacted through Studio Abroad to prepare them for the re-entry workshop. These initiatives hope to yield a 75% participation rate in the re-entry workshop.

Due to participation in the re-entry workshop, students will be provided the opportunity to unpack the study abroad experience personally, academically, and professionally. These activities will lead to short-term outcomes such as culturally aware students and students becoming more academically engaged. With this newfound knowledge and skills that will help them understand their abroad experience, students will begin to think long term, which will lead them to thinking more internationally minded. Additionally, a percentage of students will be more motivated to enter careers with an international focus for example the Foreign Service, International Education, International Business, or Technology Development.

Staff

UNIVERSITY Study Abroad staff is a major component in developing, designing and implementing the re-entry workshop. Staff also encompasses former UNIVERSITY study abroad students who are Ambassadors and those willing to help lead the re-entry workshop. UNIVERSITY staff must be trained and educated on how to lead the re-entry workshop so that they can become trained leaders in the field. This has the possibility of allowing staff members to present their programs at any international education conferences.

Curriculum Development

The development of the re-entry curriculum is the primary work objective of this program proposal. In developing the appropriate curriculum for UNIVERSITY students, research will be conducted regarding best practices in the field. This research will be used in conjunction with current pre-departure programming to create a robust re-entry curriculum, which may be used as a presenting tool at educational conferences.

Resources

In order to organize the logistics necessary for the re-entry workshop, a thorough analysis of UNIVERSITY and community-based resources must be conducted. Logistics and especially community partnerships are necessary for the success of the re-entry workshop including the attainment of certain outcomes such as community partner participation. Bridging the divide between UNIVERSITY and community organizations will provide students with a more holistic education, which will infuse their development and awareness of intercultural communication issues.

Ensuring Quality

In order to ensure the quality of the TCM and PLM, specific principles and ideals were identified in order to make sure that they were fully developed. In order to address the activities in the PLM, the FIT (Frequency, Intensive, Target) principles were applied. In order to address the outcomes in the PLM, SMART (Specific, Measureable, Action, Realistic, Time-Bound), principles were applied.

Activities

Engage UNIVERSITY Students

- Frequency: Midway through the study abroad experience students will be presented with an open-ended survey to enquire to their perceived needs that they envision for themselves once they return from their time abroad.

- Intensity: A wide range of questions will be asked with enough appropriate opportunities for individual responses.

- Target: Return UNIVERSITY Study Abroad Students

Conduct Needs Assessment of Former UNIVERSITY Study Abroad Students:

- Frequency: Interview former study abroad students who went abroad during 2013. This interview will contain questions, which relate to their experience upon re-entry with a focus on the services that they wish they had received from the UNIVERSITY Study Abroad office. This survey will be conducted prior to the development of the program

- Intensity: The interview will contain open-ended questions in order to allow participants to be able share whatever information they wish. There will also be an opportunity to participants to add any additional information if they desire.

- Target: Students who have recently from returned from studying abroad.

Train UNIVERSITY Study Abroad Staff

- Frequency: Prior to the 1st workshop, staff will receive proper training in order to lead the re-entry workshop. Before each subsequent workshop, staff will convene to address any new sessions and study the interests and locations of the current students.

- Intensity: This will depend on the current knowledge of the staff.

- Target: Study Abroad returned students and UNIVERSITY Study Abroad Staff.

Promote Ambassador Program

- Frequency: Throughout the study abroad experience, students will be reminded of the ambassador program. During the re-entry workshop, current ambassadors will be present in order to talk about their experience.

- Intensity: Without being too pushy, these experiences will highlight the benefits of the ambassador program.

- Target: Study Abroad returned students

Research Best Practices

- Frequency: Extensive research will be done prior to the design of the workshop curriculum. Staff will be in tune to any new developments in the field that they may learn from NAFSA, conferences or other literature in the field.

- Intensity: Staff must constantly be open to new procedures and/or policies that may come out from the education abroad field.

- Target: UNIVERSITY Staff & Study Abroad returned students

Design Curriculum

- Frequency: After extensive research and feedback from students, a curriculum will be devised. Upon receiving suggestions from students who are currently abroad, the curriculum will be revised to meet their needs. Each group of students has the possibility to receive a revised curriculum based on their needs.

- Intensity: Due to the extensive research from best practices around the field

- Target: Study Abroad returned students

Gather & Review UNIVERSITY Resources

- Frequency: Through committee and other UNIVERSITY staff meetings, a review of resources will constantly be addressed.

- Intensity: This will require constant communication and review from staff.

- Target: Study Abroad returned students and UNIVERSITY Study Abroad Office.

Engage Community Partners

- Frequency: Midway through the study abroad experience, community partners will be contacted to address potential partnerships with current students and the institution. This will depend on the interest of the students as well as the needs of the institution.

- Intensity: This activity might require personal connection and/or meeting with community partners in order to build relationships.

- Target: Study Abroad returned students and UNIVERSITY Study Abroad Office.

Outcomes

Culturally Aware Students

- Specific: an increased cultural awareness
- Measureable: through dialogue and surveys
- Action: this will change students interactions

- Realistic: a realistic goal from studying abroad
- Timed: 0-6 months after experience students notice change

Students Join Clubs

- Specific: more students joining student clubs at school
- Measureable: 50% of study abroad students
- Action: joining clubs will increase campus involvement
- Realistic: an increased awareness of social issues abroad will lead to desire for impact locally
- Timed: 6 months after experience students are involved with clubs

Academically More Engaged Students

- Specific: students academic achievements increase
- Measureable: GPA measurements
- Action: better academics leads to more potential futures
- Realistic: experience leads to greater interest
- Timed: 2 semesters after studying abroad, students GPA increases

2nd Time Study Abroad Students

- Specific: Previous study abroad students go abroad for a 2nd time
- Measureable: 10% of students study abroad again
- Action: studying abroad in a new location to learn more cultures
- Realistic: an increased cultural awareness could lead to this desire
- Timed: 0-12 months after returning these students will go abroad again

Trained & Expert Staff & Students

- Specific: Staff & Students are experts in re-entry process
- Measureable: staff are consulted with by other institutions
- Action: leads to increased visibility
- Realistic: after training this is plausible
- Timed: 0-3 years

Community Partner Participation

- Specific: Community members seek involvement with UNIVERSITY
- Measureable: number of organizations continues to increase
- Action: leads to increased visibility for organizations
- Realistic: after each semester, organizations will see the impact of participation
- Timed: 0-3 years

UNIVERSITY Alum entering International Education field

- Specific: Entering the field of international education
- Measureable: Alumni office will keep abreast of alumni career
- Action: Alumni and Alumni office maintaining consistent communication
- Realistic: Engaged students will become engaged alumni

- Timed: 0-5 years

Students Contributing International Perspective to Classroom

- Specific: Students address global issues in classroom discussions
- Measureable: Informal conversation with faculty
- Action: More students applying for study abroad based on interactions
- Realistic: Will be the most difficult to determine
- Timed: 0-2 years

UNIVERSITY Alum pursing graduate studies

- Specific: Students who continue their studies after graduation
- Measureable: Alumni office surveying graduates
- Action: UNIVERSITY Study Abroad surveying students
- Realistic: Requires engaged students
- Timed: 0-5 years

Additional UNIVERSITY Study Abroad Programs

- Specific: Having a better all-around experience increases interest
- Measureable: measuring the number of programs as they increase
- Action: Calculating student interest
- Realistic: Requires little monitoring
- Timed: Every year

Larger % of UNIVERSITY students studying abroad

- Specific: Does the amount of students studying abroad increase?
- Measureable: Calculating percentages of students studying abroad each year
- Action: Employing staff to access student interest
- Realistic: Requires statistical analysis
- Timed: Every year

UNIVERSITY Adds Study Abroad Requirement

- Specific: Does UNIVERSITY change policy?
- Measureable: Assessing a change in policy
- Action: The evidence used to formulate change in policy
- Realistic: Potentially very long term
- Timed: 0-20 years?

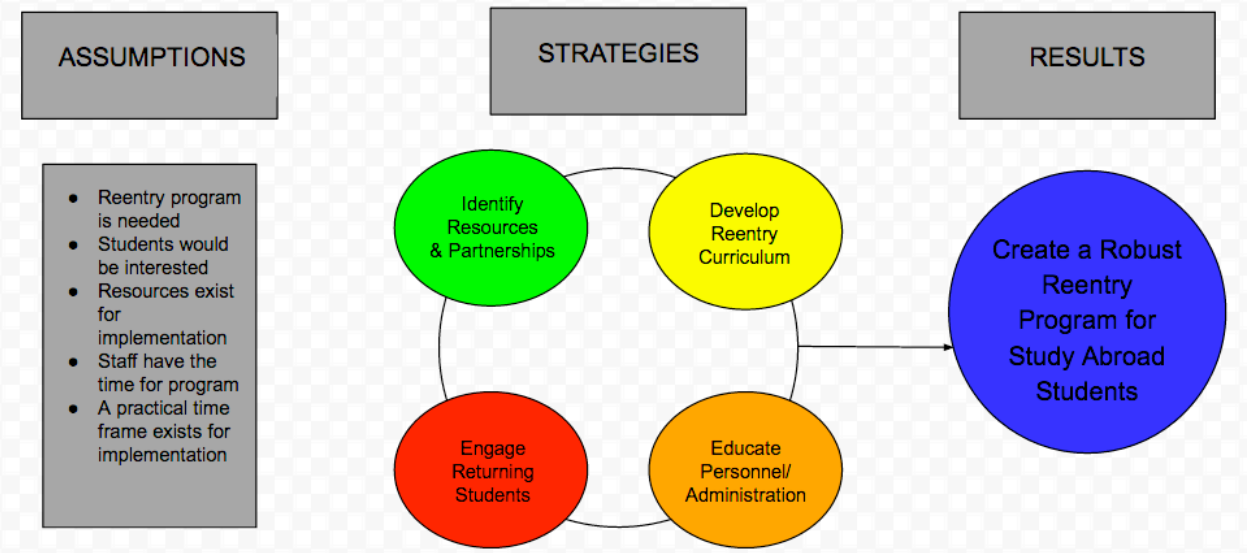
Staff & Student participation at Education Conferences

- Specific: Do staff & students participate in NAFSA, Forums Abroad, and Lessons from Abroad?
- Measureable: Analysis participation
- Action: Why are students and staff participating in these conferences?
- Realistic: Increased knowledge and awareness leads to increased participation
- Timed: Every year

Testing of Models

Prior to the testing of the above references models, many iterations of these models existed. Below are the versions that were tested by the external reviews. The external reviewers were presented with the models and with the FIT and SMART principles in order to view the models.

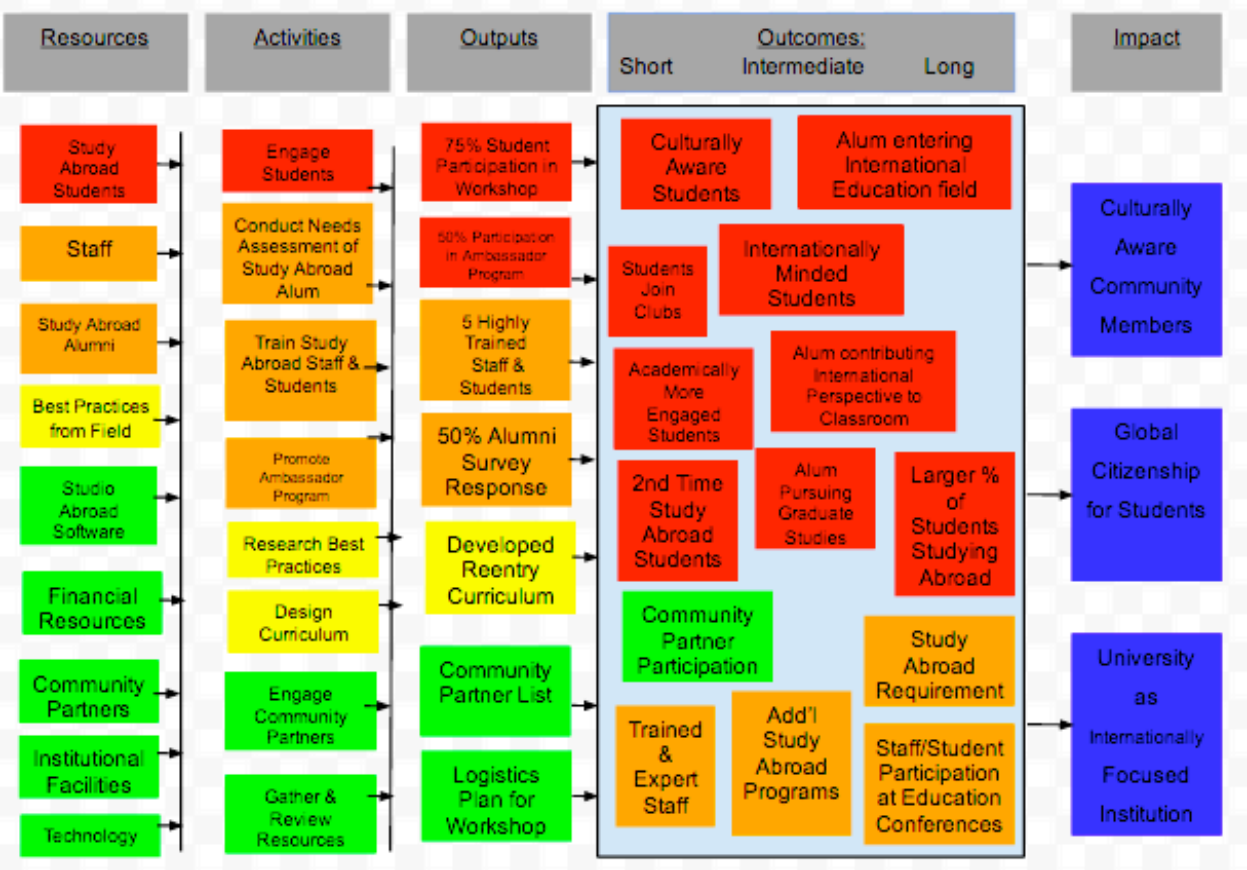
Previous Theory of Change Model (Version 4)



Previous Theory of Change Model Narrative

The only change made to the TOC model was the addition of arrows to show the relationships of the strategies. Upon further discussion with the external reviewers it became apparent that arrows were needed to indicate the relationship and flow between all of the strategies. Arrows were able to show that the four strategies are working in conjunction to achieve the desired result. The colors changed to lesson the brightness, which seemed to be hard on the eyes of the reviewers.

Previous Program Logic Model (Version 4)



Previous Program Logic Model Narrative

Some of the content in the PLM changed as a result of the external reviewers. Resources were combined to illustrate the connection between Studio Abroad Software and other uses of technology. Clarification was needed in order for the external reviewers to understand the importance of the purpose of the community partner list. This explanation led to a change in words. The external reviewers had quite a bit of questions regarding the timeline of the list of outcomes. Creating a more straightforward use of lines allowed them to see how some outcomes straddled between different periods of time. While reviewing the suggestions from the external reviewers with UNIVERSITY, additional information was provided to help clarify how the activities could be more FIT and how the outcomes could be more SMART. Additionally, it was determined that the Pre-Departure Workshop was a resource that should be included when designing the re-entry workshop. The colors changed to lesson the brightness, which seemed to be hard on the eyes of the reviewers.

DESIGN PROPOSAL

TIMELINE FOR RE-ENTRY SERIES

Prior to Departure from Host Country	Send email reminders 4 and/or 3 weeks prior to departure.
Upon Arrival in Home Country	1 week after returning from abroad. Email reminders out 1 month after returning from abroad.
Re-entry Workshop	2nd & 3rd Saturday after the official commencement of the next semester/quarter. (Presumably in Sept or Feb)
Post Re-entry Workshop	1 week after re-entry workshop. General reminders when necessary.

This complete Re-Entry Workshop was designed to engage students throughout the entire re-entry process so that they will feel supported during this important time in their study abroad experience. By connecting with students prior to departure from their host country, this will lessen the shock they face upon returning to their home country. Since the majority of students will not immediately return to campus following their study abroad experience, students should be provided with resources to help ease their transition. Once students have returned to campus, students will be presented with an array of resources to help them understand and unpack their study abroad experience.

PART 1: PRIOR TO DEPARTURE FROM HOST COUNTRY

Via Studio Abroad, UNIVERSITY Study Abroad students will be contacted from their study abroad advisors about steps that need to be taken prior to their departure from their host country. These steps include:

1. Reconnect with Academic Advisor
2. Contact Student Housing
3. Write a personal letter to themselves
4. Encourage proper goodbyes and ways to stay in contact with people
5. Send an email to a family or friend that you want to share information with upon return to home country
6. Preparing to return "home"

Additionally:

7. Email communication sent to Parents/Guardians from Study Abroad Office

Student Reminders:

1. Students will be reminded that they must contact their Academic Advisor to make sure that they have registered for classes and will be on track to graduate once they return from abroad. Academic Advisors will also be asked to contact students who have not reached out to them yet.

2. Students will be reminded that they must contact Student Housing to make sure that if they need a space in a dormitory that they are registered for one for the next semester that they will return to campus.

3. Students will be asked to write a letter to themselves that we will provide for them during the re-entry workshop once they are back on campus. The following prompts will be provided for them:

About Host Culture:

- I definitely do not want to forget:
- What made me laugh out loud:
- What brought tears to my eyes:
- My greatest personal insight:
- My biggest cultural gaffe:
- My biggest cultural success:

About Going Home:

- The five things that I worry about *most* when thinking about going home are:
- The five things that I missed the most about the home since I have been abroad are:

- Once I return home from overseas the five things (people, places, circumstances, etc.) I believe I will miss the *least* about living abroad are:
- The five things (people, places, activities, etc.) I believe I will miss *most* from abroad once I have returned home are:

4. Encourage Proper Goodbyes. Students will be reminded that they must orchestrate a smooth departure from their host country, which includes proper and meaningful goodbyes. Students should make a list of people they want to say goodbye to and find ways to arrange for those goodbyes to happen. Encourage students to compile a list of contact information for those individuals, so that they may reach out to them once they have returned to their home country. Students should also decide what places they want to visit before they leave and make arrangements for those trips to happen. This could also include buying local items or souvenirs that they have been putting off all semester. Lastly, students should be reminded that goodbye doesn't have to be forever; they can find ways to return to their host country in the future if they so desire.

5. Students should contact a loved one from their home country to ask if you can share with them something about their experience abroad. Since parents will have received advice on how to help returning students adjust to being back in the home country, students should be encouraged to email a family or friend who they may not have been in regular contact with while abroad to share with them their excitement about returning and asking if they could come show them things from their time in their host country. Hopefully this dialogue will encourage family and friends to show interest in the individual's time abroad.

6. Preparing for the Return "Home." In preparation for returning to their home country, students will be sent this list of well-documented challenges that they "could" face upon re-entry. It will be important to stress that the re-entry process is an individual journey that may or may not include all of these ten challenges identified by Dr. La Brack.

Ten Top Immediate Re-entry Challenges:
(As Rated by University Students Dr. Bruce La Brack, University of the Pacific)

There are many reasons to look forward to going home, but there are also a number of psychological, social and cultural aspects which can prove difficult – often because they are unanticipated. The following list was generated by interviewing students like you who have been through the experience and survived nicely. However, they say you should take the process seriously by being realistic and thinking about it and your possible reactions. They offer the following thoughts on re-entry for your consideration in the hope they will make your return both more enjoyable and more productive.

1. **BOREDOM:** After all the newness and stimulation of your time abroad, a return to family, friends, and old routines (however nice and comforting) can seem very dull. It is natural to miss the excitement and challenges which characterize study in a foreign country, but it is up to you to find ways to overcome such negative reactions – remember a bored person is also boring.

2. **NO ONE WANTS TO HEAR:** One thing you can count on upon your return: no one will be as interested in hearing about your adventures and triumphs as you will be in sharing those experiences. This is not a rejection of you or your achievements, but simply the fact that once they have heard the highlights, any further interest on your audiences' part is probably unlikely. Be realistic in your expectations of how fascinating your journey is going to be for everyone else. Be brief.

3. **YOU CAN'T EXPLAIN:** Even when given a chance to explain all the sights you saw and feelings you had while studying abroad, it is likely to be at least a bit frustrating to relay them coherently. It is very difficult to convey this kind of experience to people who do not have similar frames of reference or travel backgrounds, no matter how sympathetic they are as listeners. You can tell people about your trip, but you may fail to make them understand exactly how or why you felt a particular way. It's okay.

4. **REVERSE HOMESICKNESS**: Just as you probably missed home for a time after arriving overseas, it is just as natural to experience some reverse homesickness for the people, places, and things that you grew accustomed to as a student overseas. To an extent it can be reduced by writing letters, telephoning, and generally keeping in contact, but feelings of loss are an integral part of international sojourns and must be anticipated and accepted as a natural result of study abroad.

5. **RELATIONSHIPS HAVE CHANGED:** It is inevitable that when you return you will notice that some relationships with friends and family will have changed. Just as you have altered some of your ideas and attitudes while abroad, the people at home are likely to have experienced some changes. These changes may be positive or negative, but expecting that no change will have occurred is unrealistic. The best preparation is flexibility, openness, minimal preconceptions, and tempered optimism.

6. **PEOPLE SEE "WRONG" CHANGES:** Sometimes people may concentrate on small alterations in your behavior or ideas and seem threatened or upset by them. Others may ascribe "bad" traits to the influence of your time abroad. These incidents may be motivated by jealousy, fear, or feelings of superiority or inferiority. To avoid or minimize them it is necessary to monitor yourself and be aware of the reactions of those around you, especially

in the first few weeks following your return. This phase normally passes quickly if you do nothing to confirm their stereotypes.

7. **PEOPLE MISUNDERSTAND:** A few people will misinterpret your words or actions in such a way that communication is difficult. For example, what you may have come to think of as humor (particularly sarcasm, banter, etc.) and ways to show affection or establish conversation may not be seen as wit, but aggression or "showing off." Conversely, a silence that was seen as simply polite overseas might be interpreted at home, incorrectly, as signaling agreement or opposition. New clothing styles or mannerisms may be viewed as provocative, inappropriate, or as an affectation. Continually using references to foreign places or sprinkling foreign language expressions or words into an English conversation is often considered boasting. Be aware of how you may look to others and how your behavior is likely to be interpreted.

8. **FEELINGS OF ALIENATION:** Sometimes the reality of being back "home" is not as natural or enjoyable as the place you had constructed as your mental image. When real daily life is less enjoyable or more demanding than you remembered, it is natural to feel some alienation. Many returnees develop "critical eyes", a tendency to see faults in the society you never noticed before. Some even become quite critical of everyone and everything for a time. This is no different than when you first left home. Mental comparisons are fine, but keep them to yourself until you regain both your cultural balance and a balanced perspective.

9. **INABILITY TO APPLY NEW KNOWLEDGE AND SKILLS:** Many returnees are frustrated by the lack of opportunity to apply newly gained social, technical, linguistic, and practical coping skills that appear to be unnecessary or irrelevant at home. To avoid ongoing annoyance: adjust to reality as necessary, change what is possible, be creative, be patient, and above all use the cross-cultural adjustment skills you acquired abroad to assist your own re-entry.

10. **LOSS/COMPARTMENTALIZATION OF EXPERIENCE (SHOEBOXING):** Being home, coupled with the pressures of job, family, and friends, often combine to make returnees worried that somehow they will "lose" the experience. Many fear that it will somehow become compartmentalized like souvenirs or photo albums kept in a box and only occasionally taken out and looked at. You do not have to let that happen: maintain your contacts abroad; seek out and talk to people who have had experiences similar to yours; practice your cross-cultural skills; continue language learning. Remember and honor both your hard work and the fun you had while abroad.

(Source: SIT Re-entry Toolkit)

7. The Study Abroad Office will send an email to registered parents and/or guardians of students who have studied abroad with a tip sheet for them which will help them engage with their child when they return home.

What Family and Friends Can Do? (Source: The Art of Coming Home, Craig Storti, 2003)

A: Show Interest. Returnees very much need to share their experiences with you. They overdo it, of course, and show far too many slides (and never ask you about your life during their time abroad), but try to be kind. They don't mean to be rude; they're just excited.

B: Don't be offended when they criticize their home country (which is also yours) and constantly compare it unfavorably with their overseas country. They don't include you in their sweeping generalizations, and they don't mean you're a fool to like it here, so don't get defensive. They're just on edge and a little lost. Just smile and offer them another helping of their favorite ice cream.

C: Don't make them feel defensive. Sometimes, by not understanding how hard re-entry can be, you make returnees feel that there's something wrong with them, that they should be happy and content, that there's no reason they should be having a hard time. Even if you don't understand, act as if you do.

D: Don't pressure them to visit all the time. Parents and grandparents take note; give your loved ones some breathing room. Yes, it's rude of them not to come more often and stay longer, but at least they're back in the country.

E: Don't spring family problems and responsibilities on them too soon. No doubt it's time they started shouldering their family duties again, but give them a few weeks to get their balance.

F: Above all, be patient: They're not going to act like this forever. Whatever irritating, insensitive, disturbing, or alarming thing they do or say, don't take it too seriously. If they're still acting or talking like this after six months, then you can start to worry.

PART 2: UPON ARRIVAL IN HOME COUNTRY

Once students have returned to their home country but are presumably not on their school campus yet as they will have most likely returned prior to winter or summer break, students will be sent communications through Studio Abroad about:

1. Making a website, photo album, slideshow to highlight experience
2. Journal about feelings
3. Staying in contact with people from host country

1. During the intervening time before students arrive back on campus, students will receive recommendations to find ways to share their experience with others. Examples of websites/blogs, slideshows, etc will be shared with students to see what others have done in order to have a product that represents their time abroad. Students will be given resources that are supported by UNIVERSITY so that they will not feel separated from their academic experience.

Examples include:

https://www.youtube.com/watch?v=8WudGYMmbWE
http://www.4shared.com/video/cBZ_BlxF/Study_Abroad_Slideshow_2012.html

2. Supported by theories presented by Craig Storti in "The Art of Coming Home," students will be encouraged to keep a journal or write down their thoughts as they experience the re-entry process. While this is a very personal and individual activity, the benefits should be greatly explained. Information about Storti's book will be shared with students if they are interested in reading further about this process.

3. Since students were encouraged to have proper goodbyes with host country nationals, we will now recommend that students start reaching out to these individuals during their initial re-entry process. The benefits of communication with those that they spent time with will help ease the separation anxiety that they may be feeling. It will be encouraged that students use a variety of social media to explore these connections.

PART 3a: RE-ENTRY WORKSHOP

Once students are back on campus for the following semester, they will be reminded of the re-entry workshop that will be held over two Saturdays at the beginning of the semester. Students will be contacted via email, social media and print advertising throughout the campus. If there is a way to make the re-entry workshop a requirement, that is highly suggested, however, institutional policies may prohibit that.

The purpose of the re-entry workshop series is to allow students to "unpack" the study abroad experience personally in regards to 1) emotionally and with civic engagement and 2) academically and professional development. These topics will be divided into two 4-hour workshops that promote student reflection on their study abroad experience in a safe and protective space.

Materials Needed: Computer, Projector, Microphones, Speakers, A room with technology capabilities, Flip Chart Paper, Writing Utensils (Markers, Pens/Pencils), Cultural Bingo Sheets, Journal Sheets. Food, Food utensils, Drinks, Information Sheets from Presenters

Stakeholder Needed: UNIVERSITY Study Abroad Staff, Returned study abroad students, Student mentors/Former study abroad students, and Presenters

WORKSHOP DAY 1 SCHEDULE

9:15-9:30: Student Check-in
Students Receive Name tags which includes Breakout Groups

9:30-10:15: Icebreakers
9:30-9:45am: Name Game
9:45-10:00am: Cultural Bingo
10:00-10:15: Icebreaker Reflection

10:15-11:00: Unpacking Emotions
Students in breakout groups Fears and Expectations
Surprises about Differences and Similarities

11:00:11:05: Break

11:05-11:45: Cultural Adjustment Theories
Whole Group Adjustment Theories Presentation
Small groups how do we deal with those phrases

11:45-12:15: Pizza Lunch
Club Fair during lunch

12:20-12:30: Post-Lunch Icebreaker
Drawing a tree

12:30-1:00: Civic Engagement Presentations
Presentations from International Student Office (7 minutes)

Presentations from Peer Mentor Program (7 minutes)
Presentations from Service Learning Office (7 minutes)
Q & A Session with Presenters (9 minutes)

1:00-1:30: Ways to stay connected
Brainstorm in breakout group ways to stay connected

1:30-2:00: Goal Settings and Reflection
Students create personal goals for themselves. (10 minutes)
Students report on key takeaways and debrief session (15 minutes)
Students are given a journal form to break with them for 2nd session (5 minutes)

SCHEDULE BREAKDOWN:

9:30-10:15: Icebreakers

Group Size: Whole Group

Name of activity: Name Game

Materials: None

Directions: Once the returning students are welcomed, students will gather in a circle for the activity. The leaders of the workshop will explain the directions and give an example of what each student they will say. The idea is to say your name, where you studied and then using the first letter of your name describe an activity that you enjoyed abroad that uses that first letter, (ex. "My name is *D*rew, I studied in New Zealand and I loved *D*iving in the ocean.") Everyone will respond by saying, "Hi Drew." Any student who also completed that or a similar activity will step into the circle as a sign of support to the individual. This will continue around the circle with each participant coming up with his or her idea. As each student shares their personal thought, others will join them in stepping into the circle. Depending on time, once everyone has shared his or her name, another leader will start the circle a second time. This time the focus could be on a fun or funny experience while they were abroad. An example could be "When I was in Ecuador, I got lost on public transportation." Again, students will step in into the circle if they agree with that statement. This initial icebreaker is meant to open up the participants to the idea that they're not alone with their experiences; without directly asking, they will see that people share some of the same ideas or have experienced similar emotions.

Desired Outcome: Personal Development

9:45-10:00: Bingo Activity

Group Size: Whole Group

Name of the Activity: Cultural Bingo

Materials: Cultural bingo sheets, pencils or pens

Directions: Students will be given a cultural bingo sheet in which they will have to walk around and talk to other students in order to find people who have done or fit the description of the item in each box. Students will be given 15 minutes to complete the activity. Students should be told that they can only use a persons name once on their sheet of paper. If students are unable to fill in a name, that is okay.

Desired Outcome: Personal Development & Culturally Aware Students

CULTURAL BINGO

traveled to 5 countries	speaks 3 languages	got lost on the subway	saw a foreign play	walked 2 miles a day
lived in a different hemisphere	traveled to an island	hiked up a mountain	had a part-time or full-time job	drove a rental car
met a significant other	started to smoke	traveled on a boat	visited a famous museum	stayed in a fancy hotel
learned how to play a new card game	taught someone English	rode a horse	swam in the ocean	went to a local festival
wrote all their papers for school by hand	did an internship	tried an exotic new food & liked it	bought new clothes to blend in with the locals	borrowed books from the local library

(Resource: Metro Boston Area Lessons from Abroad Conference 2005)

Debrief (15 minutes)
After students have completed the bingo sheet, everyone will gather together to discuss and share any experiences from the icebreaker games. Here is a list of potential questions/prompts:

- Would anyone like to share an experience from either the name game of cultural bingo activity?
- How can the cultural bingo activity be a metaphor for your study abroad experience?
- Did you face any challenges during the Cultural Bingo activity?
- Were you surprised by anything you learned during the name game?
- Are there any interesting moments from the icebreakers that you want to share?
- Did you find yourself relating to specific people during either activity?
- Did you learn anything about yourself during these activities?
- Would you like to share a connection you made with a specific person regarding your cultural bingo sheet?

10:15-11:00: Unpacking Emotions

Group Size: Breakout Groups

Name of activity: Fears and Expectations

Materials: Flip Chart paper & markets

Directions: Students should be put into breakout groups based on the color of their nametag. Each breakout group will be given flip chart paper and markers for use during this activity. On one piece of paper:

- Students will brainstorm any similarities between their home and host countries that surprised them. (5 minutes)
- Students will brainstorm any differences between their home and host countries that surprised them. (5 minutes)
- Students will brainstorm emotions that describe how they NOW feel about the similarities between their countries since returning home. (5 minutes)
- Students will brainstorm emotions that describe how they NOW feel about the differences between their countries since returning home. (5 minutes)

This discussion is meant to ask students to identify the cultural differences between their home and host culture, which will undoubtedly cause tension upon re-entry. This could include punctuality of individuals as differences, or concepts of family gatherings as some

similarities. By brainstorming as a small group with individuals who studied in a variety of countries, students will come up with a list of many different things.

Once students have brainstormed list of similarities and differences, students will be asked to identify emotions that they now associate with these similarities and differences. It is okay if some emotions are listed on both charts. After listing out the emotions, students will be offered the opportunity to share 1 experience since they have returned home that relates to a similarity or difference between their home and host cultures. (20 minutes)

Debrief: In their breakout groups, students will address any takeaways or new things that they have learned from this experience. (5 minutes)

Desired Outcome: Personal Development

BREAK (11:00-11:05)

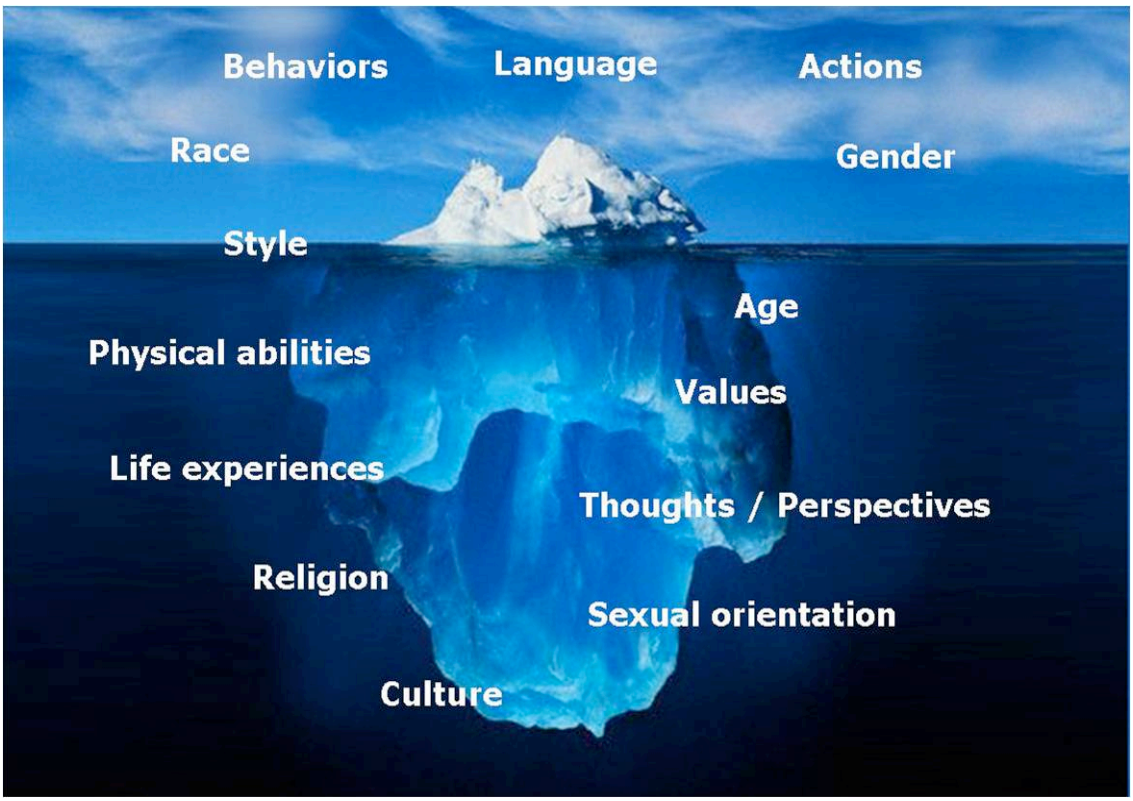
11:05-11:35: Cultural Adjustment Theory - Presentation of Cultural Adjustment Theories

Group Size: Whole Group

Name of activity: Fears and Expectation

Directions: Facilitators lead an interactive session that includes a presentation and student participation to explain culture, cultural differences and cultural adjustment theories. This session is meant to give students a theoretical understanding of the very emotions that they were discussing in the previous activities.

> **Culture:** This will include a picture of a tree with roots or an iceberg, which allows individuals to see that many aspects of culture are below the surface. This should be a review from their pre-departure information session. Facilitators will then ask students to:
>
> 1. Draw a picture of THEIR own iceberg or tree to illustrate the idea of culture. In partners, students will be asked to label what aspects of their host country culture fits on their diagram.
> 2. Define "culture"
> 3. Articulate aspects of culture that we can "see."
> 4. Articulate aspects of culture that we cannot "see."
>
> This picture can be used as a guide for students who may have difficulty visualizing this concept:

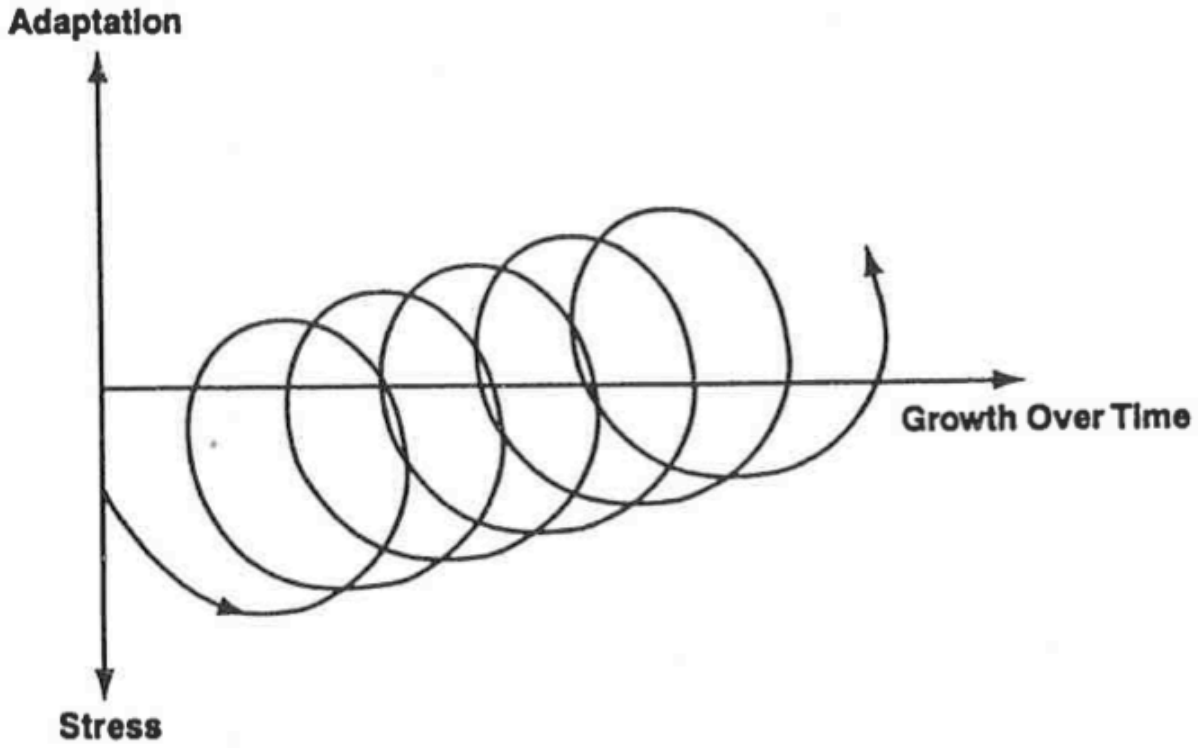


Cultural Differences: This will include a brief overview of the work of Geert Hofstede to explain how cultures view different aspects of their society in different ways. The presentation should include a chart or list of countries where students studied in relation to the US, so students can see how their host country compares to US culture. For example:

Without overloading students with too much detail, this section of the presentation should highlight the different dimensions identified by Hofstede to explain how people from different countries relate to certain aspects of their society. These dimensions include: Power Distance Index, Masculinity Index, Individualism Index, Uncertainty Avoidance Index, and Long-Term Orientation Index. By highlighting the differences between their countries of study and of the US, students will understand why they are experiencing emotions of frustration and/or confusion upon re-entry into their home culture.

Cultural Adjustment Theories: This section will explain in brief the U and W curves, which are prevalent in adjustment theory. However, these curves do not do justice to the whole range of emotions that individual's experience. The majority of time should be spent on the "Stress Adaptive Growth Dynamic" by Young Yun Kim, which

highlights a more fluid and reflective experience. The below diagram should be used to help illustrate the growth process. This process illustrates a growth dynamic that plays out not in a smooth linear progression where stages happen in a particular order, but instead in a cyclical and continual process that represents the "drawing back" and 'leaping forward" mentality. Students should be told that individuals respond to stressful situations (like studying abroad and re-entry) by drawing back, which activates the ability to adapt and react in order to move or leap forward. This process is represented in the many circles found in the diagram. This growth process continues, as there are new changes within a person's environment. By working through the stressful activity and finding a way to leap forward, eventually the times of stress become easier to deal with and have less of an impact on your day-to-day life.



11:35-11:45: Debrief

Group Size: Whole Group

Name of activity: Debrief

Directions: As a group, we will illustrate this adjustment process for an individual who has just returned from abroad. Volunteers will be asked to share a personal story that could represent one of the circles on the diagram. Students can share what made the event stressful and how they were able to overcome and leap forward. Volunteers will be called

upon until we reach the present day, which will be indicated on the group diagram as the last circle.

Desired Outcome: Personal and Civic Engagement Development

11:45-12:15: Lunch (Pizza & Club Fair)

While students are eating lunch, any student club groups that wish to may set up a table to be able to speak with students in order to recruit them into their club. Staff members will recruit any clubs that have an international or service learning focus which recent study abroad students wish to participate in.

12:20-12:30: Post-Lunch Icebreaker

Group Size: Breakout Groups

Name of activity: Draw a Tree (or a flower)

Materials: Index cards, pen or pencil

Directions: (2 minutes)

- Draw a Tree on an index card using a pencil given on each seat (to avoid wasting time distributing these items).
- Tell participants to remain silent from this point forward.
- Ask participants to close their eyes and imagine a tree or a flower (give them about 30 seconds to do this).
- Ask everyone to draw a tree on the index card within 45 seconds. Explain that this tree could be a realistic one or an abstract one. The only critical requirement is that it should be completed within the 45-second time limit.
- Pause while participants complete this task.
- After 45 seconds, ask everyone to hold up their drawings, and look at the drawings around them. Then begin debriefing.

Debriefing: Cultural Connection (8 minutes)

- Look at your tree. Share with a neighbor the details of your picture. Please do not make changes to the tree.
- Do all of the trees look different?
- How many of you included the roots when you drew the tree?
- So what is holding up the trees without the root system? How do these trees get water and nutrition?
- You must agree that the root system is an important part of tree. Why did you not draw it? Was it because you usually don't see the roots?

- How many other things do you habitually ignore just because they are not visible? What problems are likely to arise from this type of selective thinking? (We can think of culture like we think of a flower. There are parts that are visible above the surface, but the more important part that's feeding what you see is much larger and is hidden beneath the surface. It is just as important as (if not more important than!) the aesthetics of the flower.

Desired Outcome: Personal Development

12:30-1:00: Civic Engagement Presentations

Group Size: Whole Group

Name of activity: Presentation from the Office of International Students & Scholars (7 minutes)

Materials: Presentation, Students Helpers

Directions: Members and/or student volunteers from the OISS office will give a brief presentation about how study abroad students can get involved with the international community. The iMentor program is a great way for students who have studied abroad to be paired with new international students in a buddy system. Students can also volunteer to help during orientation programs or work with international students in a language partnership.

Name of Activity: Presentations from UNIVERSITY Study Abroad Ambassador Program (7 minutes)

Materials: Presentation, Students Helpers

Directions: Current and past students in the UNIVERSITY Study Abroad Ambassador program will give a brief presentation about how students may get involved with this program in order to spread the word about the positive effects of studying abroad. The ambassador program will allow these students to try and help provide support to future students.

Name of Activity: Presentations from the Center for Service & Action Office (7 minutes)

Materials: Presentations, Students Helpers

Directions: Staff members from the Center for Service & Action will talk to students about the variety of service programs that are available for students. These include alternative break programs, joining a service group, and community-based learning opportunities. This brief presentation will allow students who are interested in service projects to understand the full impact of working with these organizations as a way to further connect their study abroad experience to their personal and academic life on campus.

Name of Activity: Q & A Session with Presenters (9 minutes)

Materials: Presenters, Students, Microphones, Speakers

Directions: Students participating in the workshop will have time to ask questions to any of the presenters about how they can get involved. This will also be a good time for students to ask other students assisting with the presentations about their experiences with any of the programs.

Desired Outcome: Civic Engagement Development & Personal Growth

12:30-12:40: Video Presentation (10 minutes)

Name of Activity: Staying Connected through Video

Materials: Computer Projector

Directions: Students will watch a PREZI presentation made by Michael Roberts, which uses digital media to incorporate study abroad experiences with ways to deal with the re-entry process.

http://prezi.com/8fek-oygrqix/still-life-blues-digital-storytelling-and-the-re-entry-process/

Desired Outcome: Student Engagement in Personal Connection

12:40-1:00: Staying Connected (20 minutes)

Group Size: Breakout Groups

Name of Activity: Ways to Stay Connected

Materials: Flipchart paper, markers, Computer, Projectors, Flipchart papers from breakout groups

Directions: Students will work in their breakout groups to brainstorm ways in which they can stay connected with their host country/culture/family. These could include:

- Reading local newspapers
- Watching local television shows/movies
- Following local sports teams
- Sending care packages to host country nationals
- Joining an organization in home country that works with individuals from host country
- Write articles for local or school newspaper about study abroad experience
- Infuse host country into academic studies
- Hold a reunion with cohort study abroad students
- Other Ideas?

Debrief: Each breakout group will present their list of ideas for staying connected to their host country/culture. A list will be compiled for the whole group that will be shared with them via the UNIVERSITY study abroad website after the re-entry workshop.

Desired Outcomes: Civic Engagement Development

1:30-2:00 Day 1 Wrap Up

Group Size: Whole Group

Name of Activity: Personal Goals & Debrief (30 minutes)

Materials: Goal Sheets, Writing Utensils, Computer, Projector

Directions: Students create personal goals for themselves (10 minutes)

1. To address their emotional process:
   I plan to do the following in order to deal with the personal/emotional stress I may face during my re-entry adjustment process:

2. To address their desire for Civic Engagement:
   I plan to do the following in order to contribute to positive social change on my campus or home community through engagement in my home community and/or continued involvement with my host country or region:

Debrief: Workshop leaders will ask for students to name any takeaways or comments from the first full day of the re-entry workshop. All of these comments will be written on the projector screen for everyone to see (10 minutes)

Journal Exercise: Journal Sheet (5 minutes)

Materials: Returned letters, Journal Prompts, Writing Utensils

Directions: Students will be handed their letters that they wrote to themselves while they were still abroad. Students will use those letters for this next activity in which they will be given a journal prompts to take with them. Explain that their answers to these prompts can simply be bullet points lists or the student may expand and explain why they have listed certain things. The following questions will be included in the journal sheet:

1. The five things that have bothered me MOST about being home.
2. The five things that I have enjoyed the MOST about being home.
3. The five things from abroad that I miss the MOST.
4. The five things from abroad that I miss the LEAST.

Desired Outcome: Personal and Civic Engagement Development

PART 3b: RE-ENTRY WORKSHOP

WORKSHOP DAY 2 SCHEDULE

9:15-9:30: Student Check-in
Students Receive Name tags which includes Breakout Groups

9:30-10:00: Icebreakers
Name Plaque
Icebreaker Reflection

10:00-10:25: Academic Reintegration
Advisors present
Integrate experiences into Academic Opportunities

10:25-10:30: Break

10:30-11:45: Academic Reintegration Exercises

11:45-12:15: Pizza Lunch

12:20-12:30: Post-Lunch Icebreaker
Maze Activity

12:30-1:30: Incorporate Education Abroad into Professional Development
Resume Building
Personal Branding

1:30-2:00: Goal Settings and Reflection
Students spend 10 minutes creating personal goals for themselves.
Students report on key takeaways and debrief session

SCHEDULE BREAKDOWN

9:30-10:00: Icebreaker

Group Size: Whole Group

Materials: markers and plain white paper

Directions:

- Handout paper to each participant
- Instruct participant to fold the paper into a 3-dimensional triangle (hint: the paper should stand on its own)
- Participants will print his/her name on 2 sides of the paper with the marker
    - On one side draw pictures or symbols that represent how other people see you
    - On the other side draw symbols and/or pictures that that reflect your personal identity (this relates to that each individual specifically identifies with

- Ask participants to share something from each side of name plaque (in groups of 2 or 3)
- After all participants have time to share, debrief the activity
    - Do you think that others perceive you differently than you perceive yourself?
    - How does this activity relate to you education abroad experience?
    - Did you exhibit different characteristics while living in your host country versus your home country?
        - Explain these differences

Desired Outcome: Personal reflection/connect to education abroad experience

10:00-10:25 Academic Reintegration

Academic Reintegration: Coming back home usually involves new passions for knowledge that puts your study abroad learning into a larger framework or follows up on paths opened up during study abroad. The key to academic reintegration is finding ways to actively integrate your new knowledge, interests and skills into your college and university experience.

Advisors present (25 minutes): Discuss differences in study abroad experiences. Have students break into small groups to discuss education broad experiences. Each participant has 2 minutes to explain the following: length of program, program location, one difference and one similarity between the host country and home country institutional systems (note: this might not be applicable for short-term study abroad experiences). Encourage participants to share meaningful take-aways.

Invite academic advisors to give a short presentation on readjusting to academic climate on the home campus. Discuss ways to make individual education abroad experiences apply to coursework and degree requirements. Ensure that students are on track to graduate and complete all prerequisites. Suggest that students set-up individual appointments with academic advisors. Encourage participants to verify that all coursework applies/transfers to the home institution.

10:25-10:30 BREAK

10:30-11:30 Integrate Experiences into Academic Opportunities (25 minutes)

Group Size: Groups of 3 or 4

Name of activity: Reflection of Experience

Materials: Master FIT frame

Directions: Share a favorite thing that you learned during your education abroad experience. Then share one thing that sparked an interest (Hint: What do you want to know more about? Culture? History? Language Learning?) **After students have brainstormed ideas pass out the FIT Frame (see below). This tool serves as a reflection strategy. Prompt students to think about the following:**

How can you integrate your experience into your current academic program? Are there specific classes that encourage opportunity for independent research in a specific area? Career (or academic) **"Master F.I.T.TM" adapted**

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External F.I.T. (the easily observable)	**Internal F.I.T. (less observable but equally important)**
Function (What you want and like to do! What strengths/talents/skills/passions have you excelled at in the past? What would you like to learn to do? Conversely, what do you want to avoid? If there were one task you couldn't give up in your academic program, what would it be? Job titles/programs will often be associated with the Function.)	Fulfillment (Why do you work or learn? What is it to have a fulfilling school-life? What is your purpose/cause/destiny? What difference do you want to make? How would you describe your living legacy? Why will this be rewarding?)
Interests/Industry (Where or With Whom would you love to use your "function" skills? Where do your interests, knowledge, or experiences lie? Whom do you enjoy working with/helping most? What services/products do these interests represent? Conversely, what situations do you want to avoid?)	Identity (Who are you? Who are you becoming? What adjectives best describe your present and future you? What areas are you growing in? Who are your role models? Who have been your key supporters?)

Things That Matter (Which values and priorities—financial, work/lifestyle, environmental, intellectual, emotional, spiritual—must be present for you to be your best?)	Type (How do you prefer to re-energize, take in information, make decisions, and orient your environment? For instance, Are you more energized by people and things or ideas and concepts? Do you primarily trust information that is tangible and concrete or abstract and conceptual? Do you prefer to make decisions based on logic or how it will affect people? Do you prefer an environment that is more controlled and predictable or unstructured and variable? How do you learn best?)

Insights: _____
Options: _____
Next Steps: _____

Debrief: Encourage participants to share insights or themes that emerged from the exercise. Is there a theme or shift in thinking as a result of the education abroad experience?

Desired Outcome: Academic and Professional Development

11:30-11:45: Further Academic Consideration

Group Size: Whole Group

Name of Activity: Take Action

Materials: Handout with next steps

Directions: From the list below, encourage students to highlight 3 bullets/ideas that inspire action. Then direct students to "star" the top idea (hint: this idea is the concept that the student plans to implement after the workshop).

- Complete university assignments or research connected to the host country and program-related topics of interest (where possible).
- Participate in the annual international day Photo Contest.
- Become a member and participate in university clubs related to issues relevant to your academic interests.

- Publish stories or articles about your study abroad experience in campus media sources.
- Participate in or present at conferences, seminars, or presentations that are related to what you learned or would like to learn about the host country.
- Get involved in freshman orientation if you can. (Many campuses hire students to help with new student orientation.) Encourage incoming freshmen to study abroad; share your knowledge and experience at orientation sessions with students and their parents.
- Get involved with the peer-mentoring program on campus. Encourage other students to study abroad.
- Look into undergraduate research conferences on your campus or in your area. These are great ways to present your ISP projects and gain experience presenting at conferences. The National Conferences on Undergraduate Research (NCUR), established in 1987, is dedicated to promoting undergraduate research, scholarship, and creative activity in all fields of study by sponsoring an annual conference for students.
- Explore career opportunities in the international field that connect with your professional goals and interest. Discuss skill development with a career counselor and visit your career center.
- Research graduate schools that offer degree programs in your area of interest.
- Look for opportunities to study abroad or volunteer abroad that align with your interests.
- Look at resources of programs, organizations, and institutions in the host and home countries where you can find potential internships or jobs.
- Gather letters of recommendation from your contacts in your host country.
- Participate or present in conferences, seminars, or presentations that are related
- To what you learned or would like to learn about the host country.
- Visit your career services or professional development offices on your campus.
- Get a group of study abroad returnees together and work with your campus career center to set up an international career event or day. This could involve inviting professionals with international careers to speak, a prospective employers' fair, interactions with college alumni with international careers, and other events highlighting international careers.

Desired Outcome: Academic and Professional Development

11:45-12:15: Lunch (Pizza)

12:20-12:30: Post-Lunch Icebreaker
Blindfold Maze is a team icebreaker where all participants will be blindfolded and they have to get through an obstacle course with only instructions from one leader.

Group Size: Each group should have about 10 people, an equal number between groups is recommended.

Name of Activity: Maze Activity

Materials: Gather materials listed below
- Blindfolds, one for each participant
- Setting up chairs and tables as an obstacle course in the play area. (How you choose to arrange these chairs and tables is up to you)
- A stopwatch

Directions: Follow the steps below:
- All participants in a group will be blindfolded except for one, the leader
- This leader will be giving instructions to the blindfolded participants
- The blindfold participants have to stand in a straight line, with their hands around the hips of the person in front of them
- When the time starts, the leader has to guide these participants through a man-made obstacle course (set up by you) in the shortest time possible
- The leader has to shout instructions: "Turn left, Walk 2 steps forward…" and so on
- The leader is not allowed to touch the team members but only allowed to give instructions
- In the course of moving through the obstacles, they are not allowed to let go of their partner's hip
- The round is complete when the last person has passed through the finish line

Debriefing: Use the following questions to engage students in meaningful conversation:
- What did you find challenging about the activity?
- What part of the activity worked well?
- What value did you see in this activity?
- What character traits did you find useful in this activity?
- How can you connect this activity with professional development goals?

Desired Outcome: Team Building and Leadership

12:30-1:00 Incorporate Education Abroad into Professional Development

Name of Activity: Résumé Building (30 minutes)

Materials: Paper (for brainstorming), Markers

Directions: Education experiences abroad cultivate opportunity for strengthening professional résumés and cover letters. First brainstorm a list of skills gained while

learning abroad. An obvious connection needs to be made between skills learned and how those skills apply to specific experiences abroad. Skills may includes:

- Language proficiency
- Research or independent study
- Well-versed in an aspect of the host country's culture

Note: An additional list of skills and qualities is listed below. This is not an extensive list of all possible skills acquired during an education abroad experience. The list is intended to inspire ideas. As mentioned above, a direct connection between skill acquisition and how they apply to a specific experience is essential.

Skills	**Qualities**
Establish rapport quickly	Self-reliance
Achieve goals despite obstacles	High-energy or enthusiasm
Take initiative and take risks	Appreciation of diversity
Time management skills	Perseverance
Improvement in communication skills	Flexibility
Handle difficult situations	Tolerance
Adapt to new environments	Open mindedness
Foreign language proficiency	Assertiveness
Ability to maintain an open mind	Self-confidence
Problem solving and crisis management	Self-knowledge
Specific professional skills	Independence
Learn quickly	Enhanced Cultural awareness
Manage stress	Sensitivity to customs and cultural differences
Accept responsibility	

After students have brainstormed a list of skills and/or qualities acquired from education abroad, share in groups. Once ideas have been generated and shared students are ready to complete the following template. Use the template as an résumé builder guide.

Résumé Template

Program Name: The name of the program you participated in will let the employer know where you studied and why you were there. Titles such as Service Learning in Honduras or German Language and Culture in Salzburg, Austria are good representations of each. If the title of your program does not include the location, be sure to add it on your résumé.

Dates You Were Abroad: A potential employer would like to know how long you were abroad. Exact dates are not necessary depending on the duration of the stay. Examples: June – July 2004, Summer 2001, Winter Quarter 2002, and June 16 – 30, 2007.

What You Did While Abroad: Whether you studied, worked, interned or volunteered is pertinent information to include on a résumé. If you participated in a combination of activities be sure to include them all. Work experiences should be added in the employment section of your résumé.

Placement: Where you place the experience on your résumé is dependent on your career object. If you have a chronological résumé, it is best to list foreign experience after education. Some students participate in clubs and organizations abroad. These instances can be placed under the activities section of your résumé. It is important to remember that your experience abroad is flexible and can be made to fit your career objective.

Resource: The Susan Ireland's website provides additional information on résumés, cover letters and interview tips. http://susanireland.com/?

Outcomes: Incorporate education abroad experience into a professional resume

It is important to address the specific job you hope to acquire in your cover letter. These questions can help you focus:

- How does your experience relate to your field?
- What are the transferable skills?
- How might your international experience uniquely benefit a professional in that field?

Desired Outcome: Professional Development

1:00-1:30 Part 2 - Incorporate Education Abroad into Professional Development

Name of Activity: Self Branding (30 minutes)

Materials: Paper and markers

Directions: Why build a personal brand?
"Regardless of age, regardless of position, in, all of us need to understand the importance of branding. We are CEOs of our own companies: Me Inc. To be in business today, our most important job is to be head marketer for the brand called You." ~ Tom Peters, 1997

What is personal branding?

- Differentiates you
- Communicates you unique value

- Reputation
- Your story

Determine your personal brand (Reflect)

- What do people say about you when you leave the room (family, friends, co-workers)
- How do you think of yourself?
- What qualities start to stand out? What are your strengths or unique qualities?

Where to communicate your personal brand

- Résumés
- Cover letters
- Job fairs
- Graduate School applications
- Networking events
- Conferences
- Volunteer work
- LinkedIn

Develop a self-introduction (frame)

- List relevant companies, volunteerism, study abroad, recognition, awards or certifications that distinguish you.
- Any concentrations, specializations or focus areas you plan to pursue?
- How is this study going to help you with your career goals?
- What are your strengths?
- How are you unique?
- What impression do you want people to have of you?

Sample: I am in the International Education Management master's program at the Monterey Institute. As an educator and life-long learner, I effectively facilitate experiential learning opportunities by initially fostering strong relationships. My organizational skills, effective communication and facilitation expertise support team achievement. By utilizing my unique skill set, I will bridge opportunities to reach the mission and vision of your organization.

Desired Outcome: Further Professional Development

1:30-2:00: Day 2 Wrap up: Encourage final thoughts/reflection and provide next steps

Group Size: Whole Group

Name of the Activity: Goal Settings and Reflection

Materials: Paper & Pen

Directions: Spend time debriefing the previous professional development exercises. Students report on key takeaways during the debrief session. Sample Questions:

- How did the exercise apply to your education abroad experience?
- What was the most useful component of the session?
- How do you see yourself incorporating your experiences into your résumé or personal brand?

3-2-1 Exercise: Ask students to do the following: think of 3 useful ideas from the workshop; record 2 ways to incorporate study abroad into your professional development; create 1 personal or professional goal that you plan to implement. Ask student to share in partners or as a whole group.

Desired Outcome: Students Develop Awareness of Professional Development Strategies

PART 4: POST WORKSHOP

After the workshop, students will be sent a reminder email that they can find additional resources on the UNIVERSITY Study Abroad website, which will continue to help their re-entry process. This ongoing support in terms of literature on website should include:

1. Resources lists
    a. Book/Website list
    b. Fellows/Grants list
    c. Organization list
    d. Graduate schools list
    e. International career opportunities
    f. Other resources
2. Resume and cover letter tip sheets (resources in section from Day 2 of workshop)
3. Student blogs
4. Ways to stay connected reminders

Resource Lists

Books and Websites

Austin, Clyde. (1983). *Cross-Cultural Re-entry: An Annotated Bibliography.* Abilene, Texas: Abilene Christian University Press.

Austin, Clyde. (1983). *Cross-Cultural Re-entry: A Book of Readings.* Abilene, Texas: Abilene Christian University Press.

Blak, Stewart & Gregrersen, Hal. (1999). *So You're Coming Home: The social dynamics of coming home.* San Diego, CA: Global Business Publishers.

Bridges, William. (1980). *Transitions: Making sense of life's changes.* Cambridge, Massachusetts: Perseus Books Publishing, L.L.C.

Citron and Mendlson "Relationships Roots and Unpacking" Transition Abroad Magazine July/August 2005 extracted on June 20th, 2008 http://www.transitionsabroad.com/publications/magazine/0507/coming_home_from_stud y_abroad.shtml

CET Academic Programs. (2003). *Journeying Home: Perspectives on study abroad and reverse culture shock* (DVD). Washington D.C.: CET Academic Programs.

Cornes, Alan. (2004). *Culture from the Inside Out – TRAVEL AND MEET YOURSELF.* Yarmouth, Maine: Intercultural Press.

Hess, J. D. *The Whole World Guide to Culture Learning.* Yarmouth, ME: Intercultural Press, 1994.

Kauffman, N. L., J. N. Martin and H. D. Weaver with J. Weaver. *Students Abroad— Strangers at Home: Education for a global society.* Yarmouth, ME: Intercultural Press, 1992.

Kepets, D. *Back in the USA: Reflecting on your study abroad experience and putting it to work.* Washington, DC: NAFSA Association of International Educators, 1995.

Paige, Michael. (ed.) (1993). *Education for the Intercultural Experience.* Yarmouth, Maine: Intercultural Press.

Peace Corps. *Peace Corps Odyssey: The Voyage Home.* Washington, DC: Peace Corps Returned Volunteer Services, Office of Domestic Programs, 1997.

Rohrlich, Beulah. (1986). *There and Back Again: A guide for coping with re-entry:* Coping suggestions. Syracuse, New York: Syracuse University.

Smith, C. D. (Ed.). *Strangers at Home: Essays on the effects of living overseas and coming "home" to a strange land.* Bayside, NY: Aletheia Publications, 1996.

Storti, C. *The Art of Coming Home.* Yarmouth, ME: Intercultural Press, 1997.

Ward, C., S. Bochner, & A. Furnham. *The Psychology of Culture Shock,* 2nd. Ed. East Sussex, Great Britain: Routledge, Taylor & Francis Group, 2001. Chapter 7 (Sojourners: International students) deals with the study abroad and international educational exchange groups both in terms of adjustment abroad and upon return home.

Fellows/Grants

Boren Fellowships

Boren Fellowships provide up to $30,000 to U.S. graduate students to add an important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency. Boren Fellowships are funded by the National Security Education Program (NSEP), which focuses on geographic areas, languages, and fields of study deemed critical to U.S. national security. For more information, visit: http://www.borenawards.org/boren_fellowship

Fulbright Program

The Fulbright Program is the largest U.S. international exchange program offering opportunities for students, scholars, and professionals to undertake international graduate study, advanced research, university teaching, and teaching in elementary and secondary schools worldwide. Visit http://us.fulbrightonline.org/home.html for more information.

Rotary Ambassador of Goodwill Scholarships

Some Rotary Clubs offer Ambassadorial Scholarship opportunities to increase international peace and understanding through graduate study abroad. Please refer to the club in your home district to find out whether they sponsor ambassadorial scholarships and find more information, including eligibility criteria, at: http://www.rotary.org/en/StudentsAndYouth/EducationalPrograms/AmbassadorialScholar ships/Pages/ridefault.aspx

Rhodes Scholarships
Rhodes Scholarships enable outstanding students to pursue a second degree from the University of Oxford. For more information see: http://www.rhodesscholar.org/

US-Ireland Alliance Fellowship
The George J. Mitchell Scholarship is a national post-graduate fellowship awarded for one year of study at an institution of higher learning in Ireland or Northern Ireland. Please see http://www.us-irelandalliance.org/wmspage.cfm?parm1=34 for further information.

Watson Fellowship
This is a one year grant for independent study and travel outside the U.S. awarded to graduating college seniors nominated by participating institutions. To learn more, visit http://www.watsonfellowship.org/site/index.html

A list of many other international fellowship opportunities available to U.S. citizens is at:
http://www.fulbrightalumni.org/olc/pub/FBA/cpages/gfn/grants.jsp

Non-U.S. citizens please refer to:
http://www.fulbrightalumni.org/olc/pub/FBA/cpages/gfn/commissions.jsp

Organizations
AmeriCorps VISTA –VISTA members commit to serve full-time for a year at a nonprofit organization or local government agency, working to fight illiteracy, improve health services, create businesses, strengthen community groups, and much more. With passion, commitment, and hard work, VISTA members create or expand programs designed to bring individuals and communities out of poverty.

City Year – City Year is working to bridge the gap in high-poverty communities between the support the students in the communities actually need, and what their schools are designed to provide. In doing so, their model is designed to support students as they progress from elementary through high school in order to continue to build the nation's urban graduation pipeline. Their progress can be attributed to a unique, holistic approach, which they call *Whole School Whole Child.* It's based around a group of carefully selected, highly trained young adults—our corps members—who provide individualized support to at-risk students, while also establishing an overall positive learning environment in the schools throughout America that need us the most. It's their dedication and hard work that's helping students reach their full potential, while also having a positive effect on the community as a whole.

Peace Corps – traces its roots and mission to 1960, when then Senator John F. Kennedy challenged students at the University of Michigan to serve their country in the cause of peace by living and working in developing countries. Today, Peace Corps Volunteers work in the following areas: education, youth outreach, and community development; business

development; agriculture and environment; health and HIV/AIDS; and information technology.

Teach for America – recruits recent college graduates of all majors and career interests and working professionals to commit two years to teach in urban and rural public schools and invests in the training and professional development necessary to ensure their success as teachers in the nation's highest-poverty communities.

WorldTeach – WorldTeach offers the benefits of a well-established volunteer organization, while also providing more comprehensive, personalized support and training of a small NGO. In each of our programs, volunteers are placed in schools and host communities in countries that specifically request WorldTeach volunteers and would otherwise be unable to afford or locate qualified teachers. Volunteers receive training, language preparation, and field support, empowering them to make an impact that will last long after they leave.

Graduate Schools

American University – American University's School of International Service is the largest school of international relations in the United States. Located in the heart of Washington, D.C., the program has over 3,000 active students, including PhD candidates. The school has over 60 faculty members, and students from 135 countries travel to study there every year. American University has an impressive track record for internships, offering opportunities to work with the United States Department of State and Peace Corps as well as numerous exchange programs with countries such as Japan, France and Costa Rica. Over 90 percent of graduate students in the International Relations programs obtain internships while at AU.

Georgetown University – The Edmund A. Walsh School of International Affairs at Georgetown University is the oldest school of international relations in the country. Founded in 1919, the school is located in Washington, D.C., providing students excellent internship and job opportunities after graduation. The school has six different M.A. programs, ranging from Eastern European Studies to Security Studies

Monterey Institute of International Studies - a graduate school of Middlebury College, provides international professional education in areas of critical importance to a rapidly changing global community, including international policy and management, translation and interpretation, language teaching, sustainable development, and non-proliferation. The school prepares students from all over the world to make a meaningful impact in their chosen fields through degree programs characterized by immersive and collaborative learning, and opportunities to acquire and apply practical professional skills. Students are emerging leaders capable of bridging cultural, organizational, and language divides to produce sustainable, equitable solutions to a variety of global challenges.

Princeton University – The Woodrow Wilson School of International Relations at Princeton University was founded in 1930. The school is located in Princeton, New Jersey. Graduate students at this program focus on both domestic and international affairs. Students typically take classes focused on economic issues abroad, such as development in Third World countries, quantitative analysis for political research, and international trade

and finance. Over 85 percent of graduate students attending the School of International Relations attain employment in the field after graduating.

SIT Graduate Institute – equips students with theoretical knowledge, field experience, and professional skills. Programs are based on an experiential learning model and a commitment to social justice and intercultural communication. SIT Graduate Institute prepares students to be interculturally effective leaders, professionals, and citizens. In so doing, SIT fosters a worldwide network of individuals and organizations committed to responsible global citizenship.

Stanford University – The Ford Dorsey Program in International Policy Studies at Stanford University admits an average of 20 to 25 students each year. The program is based in Menlo Park, California. The school has a strong international presence, with 50 percent of its admitted students coming from countries abroad. The program offers six courses of specialization including democracy, development and rule of law, and international negotiation and conflict management.

Additional Graduate Programs and Search Engines:

- Association of Professional Schools in International Affairs: http://www.apsia.org
- Comparative and International Education Society: http://www.cies.ws
- GradSchools.com: http://www.gradschools.com
- National Association of Student Personnel Administrators: http://www.naspa.org/gradprep/index.cfm

International Careers

Doctors Without Borders http://www.doctorswithoutborders.org/

- Helps people worldwide where the need is greatest, delivering emergency medical aid to people affected by conflict, epidemics, disasters or exclusion from health care.

Global Careers http://www.globalcareers.com

- Job listings and employers with a worldwide perspective. The site is run by a recruitment agency that specializes in international employment.

GOINGLOBAL http://www.goinglobal.com

- Information on resumes/CV's, work permits, employment trends and job opportunities in the country of your choice.

Interaction http://www.interaction.org

- A network of organizations working in international development.

United States Department of State http://www.state.gov

- Information about career opportunities and student programs.

The World Health Organization http://www.who.int

- WHO is the directing and coordinating authority for health within the United Nations system.

Other Resources

Several colleges and universities are partnering with the career centers and/or career offices on campus to help students incorporate their study abroad experience into their résumé, cover letters and interviews. A few examples of what schools are doing:

Auburn University's "Using: Your Study Abroad Experience in Your Job Search"

Brandeis University's "International: Work, Internships, and Volunteer Experiences"

University of Denver's "Incorporating: Your Study Abroad Experience in Your Job Search"

Resume and Cover Letter Tips

Please refer to the materials presented in Day 2 of the Re-entry workshop, which can be found on pages 27-30.

Student Blogs

Lulu Is Documenting Her Adventures In The City Of Azaleas! Lulu first visited Taiwan 2.5 years ago and moved back to Taipei to study at National Taiwan University's International Chinese Language Program. Her plan is to learn Chinese so that she can ultimately write an interview based play about politics and ethnicity in Taiwan. She will be documenting her adventures through the city, encounters with Taiwanese and foreigners alike, and the trials and tribulations of being abroad learning one of the hardest languages an English speaker can learn!

Katie Is Pursuing Public Policy In London! Katie first studied abroad in London during her junior year of undergrad through Syracuse University, and she's moving back to London next month to start a two year's Master's program at the London School of Economics. For those looking to do some post-grad study abroad, keep up with Katie's blog as she documents her experience studying for graduate school in London, her future travels, and much more!

Rachel's Gaining Experience In Ghana! Rachel is a 21 year old student from Clark University, and is having an amazing time studying abroad at the University of Ghana in Legon, Ghana. She's studying Sociology and Geography, and in addition to her school work, she is also working at an internship. She loves exploring the culture, meeting new people, the Ghanaian cuisine, and all the Ghana has to offer!

Jennifer is Studying Abroad In…America! Jennifer is 20 years old and is currently studying American Studies at University of California, Santa Cruz. She arrived September 14th and is hoping to stay in America until August. She's really excited to experience some "good ol' American culture including all the holidays like Thanksgiving and 4th of July". As an avid photographer, she's also looking to travel around the States, especially to some unique places off the normal tourist route!

Nicky is spending A Semester in Adelaide! Nicky is a 22 year old college student at IUPUI in downtown Indianapolis. This semester she'll be studying abroad at the University of Adelaide in Australia from July through November. She enjoys photography, writing, wine, cats, biking, seafood, coffee, driving, and summertime, and is confident that this is going to be the adventure of her life. On July 8th, her flight leaves for Adelaide, Australia and her semester down under begins!

Nora is leaving Loyola, Maryland for Leuven, Belgium! Nora is a 20 year old junior at Loyola University Maryland, studying in Leuven, Belgium for the year. She'll be studying Art History, Philosophy, Theology and learning Dutch at KU Leuven. She will be in Europe for 10 months straight, and hopes to visit as many art museums as she can. She departs for Belgium August 29th and can't wait for her life changing experience to start.

Kim is living and learning in La Rochelle, France! Kim is currently blogging about her time abroad in La Rochelle, France. She says her primary objective is to improve her existing French while learning even more. This is her first time leaving the country and being completely on her own. She says her goals are small but by the end of her journey she hopes to be able to hold a conversation in French without pausing every couple of seconds to figure out how to string a sentence together.

Michaela has arrived in Africa! Michaela will be living in Cape Town, South Africa from July 12 to November 17th. She hopes that, through her blog, she will be able to show people what the real South Africa is all about. She's studying international development, and said that as South Africa has come a long way since the apartheid, yet still has a long way to go, it seemed like a great case study. She's excited to learn a lot about the culture of both South Africa and other African countries.

Allie is delving into Danish culture and politics! Allie is a junior at the University of Richmond, and will be studying in Copenhagen, Denmark for the fall 2011 semester. Her blog talks about her cultural encounters, daily adventures, Danish politics, and the hidden gems of Copenhagen. She plans on posting every day, so there is always a new bit of content. She hopes to take advantage of every day to explore her new city and the Danish life-style.

It's Brussels or Bust for Mindy! Mindy is a Sophomore/Junior at American University in Washington, DC and is currently studying abroad in Brussels, Belgium! She says the aim of her blog is to share truly European experiences and teach the lessons she learns every day living with a family in the de facto center of Europe, in a country without a central government, Belgium. Her primary study abroad objective is to learn about how the European Union works, as well as how it can be influential in achieving world peace in the future.

Lilach is an aspiring audiologist studying in Australia! Lilach is a Junior at Brooklyn College, and is currently spending a semester in Melbourne, Australia. She is creating a video series called 'AUSome Episodes'. She hopes to become an audiologist and is majoring in Speech-Language Pathology, Audilogy and Hearing, and her hobbies include reading, creating videos and analyzing dialects and accents – (ie. "It's O-some, not AW-some.")

(Source: TheStudyAbroadBlog.com)

Ways to Stay Connected

A majority of this list will be pulled from the compiled information that the students came up with during the re-entry workshop. These resources will be listed on the website with any supplemental materials that will provide more information or examples to students. The list of ideas could include:

- Reading local newspapers
- Watching local television shows/movies
- Following local sports teams
- Sending care packages to host country nationals
- Joining an organization in home country that works with individuals from host country
- Write articles for local or school newspaper about study abroad experience
- Infuse host country into academic studies
- Hold a reunion with cohort study abroad students