

# Diversity and Inclusion in Curriculum Abroad

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# Why This Session?

<https://www.youtube.com/watch?v=MTTbUuUtFig>

# Overview

- Diversity and Inclusion in curricular and co-curricular activities abroad
- Study abroad students develop international and intercultural skills within specific fields of study
- Limitations to development of international and intercultural skills within specific fields of study while abroad
- Examples of practices to initiate students' participation in diverse learning while abroad



# ::: Diversity and inclusion in curricular and cocurricular activities

Embedded national and international multicultural dimensions in:

## Epistemological Approach

Content and Intended learning outcomes or Learning Objectives (syllabi the first reliable source to detect whether a Study Abroad Student will be exposed to diverse perspectives related to course of study)

## Pedagogical Approach

The way the content is taught/delivered. The use of research to inform suitable teaching approaches.

Learning –resources students use while abroad to enhance knowledge in specific fields of study

Assessment strategies

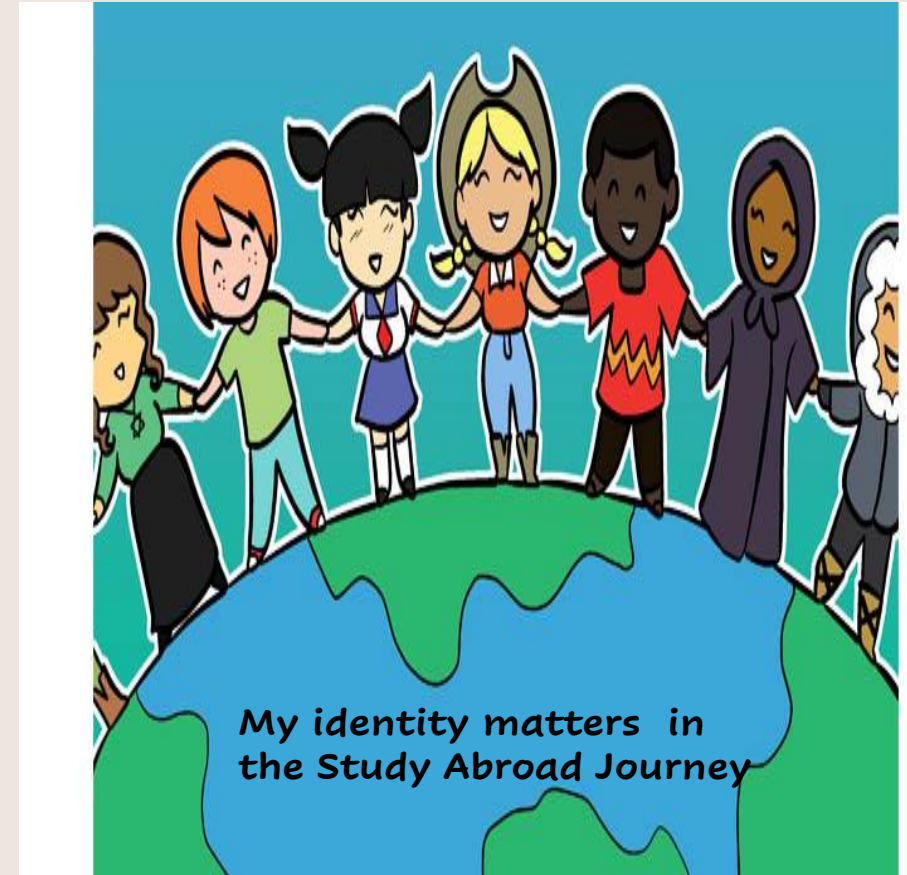
# ::: Development of international and intercultural ::: skills within specific fields of study while abroad

- Mutuality of benefit for study abroad students and domestic students  
Creating opportunities for interactions and learning from each other  
(buddy systems, group outings, rooming arrangements)
- International classroom
- Program Evaluations (continuous review of academic content while abroad)



# Limitations to development of international and intercultural skills within specific fields of study while abroad

- Students go abroad for the “wrong” reasons
- One sided delivery of academic content
- Stereotypes prevail over individual voices
- Study Abroad Advisement during application process (what should be included/excluded in SA advisement?)





# **Examples of practices to initiate students' participation in diverse learning while abroad**

- Accept students in the “right” Study Abroad program
- Customize Study Abroad Orientations to include an academic focus and cultural components
- Monitor candidates to ensure their cultural integration and academic success while abroad
- Ask institutional support services to be part of the students' study abroad experience



# Examples from case studies

- Study Abroad students in constant communication with home institutions( professors, staff and peers)for both Cultural integration and academic success( Jane Jackson, Case Study in China ; Giovanangelli, Oguro and Harbon, Case Study in Australia)
- Transnational Educators ( Hoare, Univ in Australia; Nnazor , egs. from HE on the African Continent)
- Applied knowledge/experiential learning (Boateng, Study Abroad in Ghana )



# Examples from case studies conducted at institutions abroad



- Technology used to:
  - Create class forums for study abroad students (Jane Jackson, Case Study in China )
  - Integrate incoming foreign students prior their arrival (Jon and Leask on case study at University of South Australia)
  - Engage the whole academic community in online activities to support integration of foreign students into local communities (Leask , University of South Australia)

# Conclusion: What's missing in Study Abroad ?







# Critical thinking/group discussions

- The role of the Study Abroad Officer when it comes to check and balances of the Diversity and Inclusion in Curricular and Co-Curricular Activities Abroad
- How can home institutions assure that Study Abroad students are integrated into the local academic learning environment ?
- What are some useful tips to improve evaluations of Study Abroad programs ?
- Examples of experiential learning in Study Abroad ( such as programs offered by our institutions, study abroad providers)



# Thank you !

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