



# Study Abroad And Educational Development

**William D. Carter**

## **Study Abroad And Educational Development:**

**International Handbook on Education Development in the Asia-Pacific** Wing On Lee, Phillip Brown, A. Lin Goodwin, Andy Green, 2023-11-20 The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region. In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality, language education, learning and human development, workplace learning, teacher education and professionalization, higher education, organisations, citizenship and moral education, and high performing education systems. The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world

### **Study Abroad and Educational Development International Institute for Educational Planning**

William D. Carter, Unesco. International Institute for Educational Planning, 1973 **Study Abroad and Educational Development** International Institute for Educational Planning, W. D. Carter, 1971 **Students' Competency Development**

**During Study Abroad** Friederike Kittelmann, 2022-12-15 Study abroad is often a highlight in a student's university life and is associated with a variety of developmental gains. But what happens during the time abroad that facilitates these changes? Using the personal narratives shared by students of two higher education institutions while spending a semester abroad, this study analyzed the critical incidents which contribute to their competency development during this time.

**Study Abroad and Educational Development** William D. Carter, 1973 In recent years the role of study abroad in development has been the object of increasing examination as part of the general critique of assistance programs undertaken by international agencies in preparation for the Second Development Decade. This review by emphasizing the importance of the human role in development has raised questions as to the more efficient use of educated manpower, the under employment of trained people, the brain drain and how education and training, whether undertaken at home or abroad, could make a greater contribution to the total development of a country. The aim of this monograph is to review the study abroad problem in order that educational planners and administrators, particularly in developing countries, might be informed of some of the recent thinking on the subject. Certain suggestions are made which may help in the more efficient planning and administration of study abroad in the framework of total educational and development planning.

Author MW **Understanding Student Mobility in Europe** Joana Almeida, 2020-04-29 *Understanding Student Mobility in Europe* interprets student mobility in European higher education through an active dialogue between disciplines, voices and variables of interest. Providing the conceptual, methodological, pedagogical and empirical foundations of an interdisciplinary approach, this book advances readers' understanding of the student exchange experience whilst outlining guidelines and resources for approaching student

mobility and considering how students can gain from cross border education Intersecting voices from different disciplines and sojourners including exchange students international students and highly skilled immigrants the book outlines practical guidelines for intercultural curriculum development and assessment and provides insights practical ideas useful terminology and resources to maximise the learning gains of this student population Split into three distinct parts the book initially lays the foundational substructure in which an interdisciplinary approach is based It then addresses questions of practical application by considering the experiences of 50 sojourners in Portugal and the UK through an interdisciplinary lens and summarises the implications of interdisciplinarity with regards to student mobility in European tertiary level education This book is essential reading for academics and postgraduate students interested in student mobility education abroad practitioners and policy makers at institutional national and international levels

### **Critical Perspectives on Equity and**

**Social Mobility in Study Abroad** Chris Glass,Peggy Gesing,2021-07-22 This edited volume brings together the perspectives of a diverse group of international scholars to explore the intersections of study abroad and social mobility In doing so it challenges universalist assumptions and power imbalances implicit in study abroad across the Global North and South and explores the implications of COVID 19 for equity within study abroad programs policy and practice going forward Offering empirical theoretical and conceptual contributions Critical Perspectives on Equity and Social Mobility in Study Abroad foregrounds critical reflection on the stratification of access to study abroad and examines the varied outcomes of international study in relation to graduates entry into domestic and international labor markets Focusing on the experiences and outcomes of students from varied backgrounds chapters identify a number of power imbalances relating to student race ethnicity religion local and international policies and politics and put forward valuable recommendations to ensure greater equity within the field Against the backdrop of growing criticism over the power imbalances in international exchange this text will benefit researchers academics and educators with an interest in higher education international and comparative education and multicultural education Those interested in educational policy and the sociology of education more broadly will also benefit from this book

### *Chinese Research Perspectives on Educational Development, Volume 4* Dongping

Yang,2019-09-24 This collection of articles selected from Blue Book of Chinese Education 2015 published in Chinese reviews the condition of China s education development in 2014 The wide range of topics covered in this volume fall under two major themes reform and equity Chapters on reform focus on the college entrance exam Gaokao secondary vocational education senior high school education provincially and locally funded colleges private universities and junior high school admissions policies Chapters in the second half of the book provide readers with an in depth account of efforts made to improve equity in special and early childhood education study abroad preparation classes and rural education The appendix includes a report of budgetary expenditure on education and chronology of major events

### Internationalising Programmes in Higher

Education Jeanine Gregersen-Hermans,Karen M. Lauridsen,2021-06-29 This book addresses challenges that higher education

institutions face when bridging the gap between internationalisation as a key university strategy and their delivery of interculturally competent and responsible graduates Combining international case studies and research outcomes it provides an in depth understanding of the role educational developers can play in the internationalisation of higher education and in the provision of an internationalised learning experience for all students The book situates international education in global and local contexts and contributes to the design and delivery of internationalised curricula in very concrete terms In doing so it suggests how academic staff may enhance the quality of their programmes by leveraging the opportunities of international classrooms where students have diverse academic linguistic and cultural backgrounds The content of the book is therefore also foundational for continuing professional development CPD programmes that enhance staff competences for designing and teaching inclusive internationalised programmes and include topics such as An international competence profile for educational developers Intercultural competence as a graduate attribute Internationalised curriculum design and delivery Intercultural group dynamics The role of languages in internationalised higher education classrooms Reflective processes for teaching and learning in the international classroom This book is essential reading and a go to resource for any academic looking to internationalise their education programmes It will also be of interest to those directly involved in curriculum development learning and teaching as well as those who have more strategic responsibilities within and beyond HEIs or who are involved in higher education research **Research in Education** ,1974 **Education Abroad** Erin A.

Mikulec,Samantha Potempa,Kara Pike Inman,2020-12-08 This book explores education abroad as a learning environment covering student outcomes faculty development and program assessment It highlights the benefits of intercultural competence autonomy and confidence gained through study abroad **Education Abroad** Anthony C. Ogden,Bernhard Streitwieser,Christof Van Mol,2020-06-02 Recent decades have seen unprecedented growth in the number of students travelling abroad for the purpose of short term academic study As such attention is turning to the role that education abroad can have in enhancing student learning and producing global ready graduates This volume provides a succinct and accessible analysis of the existing research and scholarship around the world on a range of important areas related to contemporary education abroad providing practitioners with important implications for programming and practice Focusing on fourteen key topics relating to education abroad this accessible desktop compendium not only synthesizes what is already known but also indicates which topics need further research and how the existing literature can be applied to daily programming and practice Extending beyond student learning outcomes to look at essential topics such as institutional outcomes program models and host community outcomes this volume covers major trends in contemporary research as well as an assessment of the methodological and design challenges that are common to education abroad research The fourteen distinct topics address the broad themes of participation programming student outcomes institutional outcomes and societal outcomes and include chapters from a broad range of widely acknowledged and respected international experts Bridging the gap between

scholarship and practice this accessible guide is essential reading for anyone working in higher education today and involved in shaping and managing education abroad programs It is useful for all who want to understand and leverage existing research to inform education abroad programming and practice Study Abroad and Education Majors Mary Lynn

Allen,2001 **Education Abroad and the Undergraduate Experience** Elizabeth Brewer,Anthony C. Ogden,2023-07-03

Co published with This volume focuses on two questions First how can education abroad be embedded into undergraduate education so that students experience it as an integral component of their education and something they help shape rather than as time away from their education and as a commodity to be consumed Second how can colleges and universities maximize the educational value of education abroad by forging stronger connections between it and other undergraduate experiences The volume argues that learning abroad be positioned within the work of the larger institution and students overall education Organized within three sections this volume makes the case that learning abroad must be positioned within the work of the larger institution and students overall education In doing so it questions many current assumptions and stimulates thinking about the power of an integrative approach to education abroad to lead to lasting educative value An integrative approach requires that students be afforded multiple opportunities and ongoing support to draw connections with their learning abroad with other dimensions of their undergraduate education Chapters cover topics such as the additive value of integrating multiple HIPs with education abroad to span disciplinary boundaries and promote an array of soft or operational skills the importance of maintaining the disruptive quality of the encounter with the foreign to enrich study at home issues of commodification and reciprocity increasing access to study abroad to community college particularly adult populations facilitating students social and intellectual development identity formation and reflective practice rethinking orientation programming to emphasize the continuity of learning pre during and post education abroad asking fundamental questions about the purpose of education abroad to rethink assessment and its purposes the faculty role in the internationalization of the curriculum and developing more intentional relationships with in field partners and international educational organizations to more effectively connect leaning abroad with other dimensions of undergraduate education For everyone involved in international education whether SIOs faculty department chairs or deans the critical questions and new perspectives offered here will inform and shape the growing movement to integrate education abroad with the overall undergraduate experience

**The First Time Effect** Joshua S. McKeown,2009-01-15 Study abroad programs on American college and university campuses are booming with a national goal of sending abroad one million students within ten years In this timely and thought provoking look at the benefits of studying abroad Joshua S McKeown moves beyond the acknowledged cultural and linguistic benefits to focus on how it promotes intellectual growth in participating students He shows that for some students particularly those without substantial prior international experience study abroad is associated with significant gains in intellectual development For those students who have traveled abroad previously the same does not

hold true. It is those students who lack meaningful international exposure who seem to benefit most from studying abroad. The First Time Effect describes in a straightforward way what is happening with today's study abroad students and holds broad implications for education policy and practice. *Delivering on the Promise of High-Impact Practices* John Zilvinskas, Jillian Kinzie, Jerry Daday, Ken O'Donnell, Carleen Vande Zande, 2023-07-03. Research shows that enriching learning experiences such as learning communities, service learning, undergraduate research, internships, and senior culminating experiences collectively known as High Impact Practices (HIPs) are positively associated with student engagement, deep and integrated learning, and personal and educational gains for all students, particularly for historically underserved students, including first-generation students and racially minoritized populations. While HIPs' potential benefits for student learning, retention, and graduation are recognized and are being increasingly integrated across higher education programs, much of that potential remains unrealized and their implementation frequently uneven. Colleges are eager to use the HIP nomenclature for recruitment, promoting equity for traditionally underserved student populations, and preparing lifelong learners and successful professionals. However, HIPs defy easy categorization or standardized implementation. They rely on fidelity, quality, and consistency being done well to achieve their learning outcomes and, above all, require attention to access and equity if they are to fulfill their promise of benefitting all student populations equally. The goal of *Delivering on the Promise of High Impact Practices* is to provide examples from around the country of the ways educators are advancing equity, promoting fidelity, achieving scale, and strengthening assessment of their own local high impact practices. Its chapters bring together the best current scholarship, methodologies, and evidence-based practices within the HIPs field, illustrating new approaches to faculty professional development, culture, and coalition building, research and assessment, and continuous improvement that help institutions understand and extend practices with a demonstrated high impact. For proponents and practitioners, this book offers perspectives, data, and critiques to interrogate and improve practice. For administrators, it provides an understanding of what's needed to deliver the necessary support. *Impacts of Study Abroad on Higher Education Development* Nobuko Kayashima, Miki Sugimura, Kazuo Kuroda, Yuto Kitamura, 2024-05-14. This open access book is an exceptional contribution to the burgeoning fields of higher education development and higher education internationalization as it empirically examines the impact of the study abroad experiences of faculty members on individual and institutional development. The research and its outcomes presented here utilize results from a large scale survey and interviews of faculty at ten leading universities in Malaysia, Indonesia, Vietnam, and Cambodia. The analyses show that the study abroad experiences of faculty members impact not only improvements in research quality and development of educational programs but also serve as the foundation for international activities at the university, crucially important in today's higher education landscape. On the other hand, the research reveals the rapid development of higher education at the local and regional levels, including the development of graduate programs for faculty training in the home country, leading to

increasing rates of study abroad within Southeast Asia Through the analyses presented this book offers a new understanding of higher education development and internationalization in Southeast Asia by examining the impact of study abroad on the academic profession higher education institutions and the higher education sector [From Study Abroad to Education](#)

[Abroad](#) Senta Goertler,Theresa Schenker,2021-02-28 Comprehensive and evidence based this book presents the best practices for designing and sustaining study abroad programs to maximize the outcomes and benefits of education abroad for all students Distilling the history research and variations of study abroad programs Goertler and Schenker provide a clear eyed analysis of the lessons learned and the common obstacles associated with education abroad Organized in three parts the state of education abroad in the US research on education abroad outcomes and best practices Goertler and Schenker demonstrate the benefits of long term study abroad for the development of advanced language skills and intercultural competence and the need for diversity in participation Chapters offer theory based practice proven recommendations to invigorate innovate and implement successful study abroad programs that are sustainable and ethically engage with the local community The authors discuss design features to maximize language proficiency and intercultural competence Grounded in up to date research and theory the book responds to the challenges associated with long term education abroad programs and provides recommendations on re invigorating long term programs and diversifying participation in education abroad From Study Abroad to Education Abroad is vital reading for academics researchers and students in the fields of language education and education policy as well as practitioners such as language program coordinators and education abroad administrators

[Student Learning Abroad](#) Michael Vande Berg,R. Michael Paige,Kris Hemming Lou,2023-07-03 A central purpose of this book is to question the claims commonly made about the educational benefits of study abroad Traditional metrics of enrollment increases and student self report and practices of structural immersion are being questioned as educators voice growing uncertainty about what students are or are not in fact learning abroad This book looks into whether these criticisms are justified and what can be done if they are The contributors to this book offer a counter narrative to common views that learning takes place simply through students studying elsewhere or through their enrolling in programs that take steps structurally to immerse them in the experience abroad Student Learning Abroad reviews the dominant paradigms of study abroad marshals rigorous research findings with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning brings to bear the latest knowledge about human learning and development that raises questions about the very foundations of current theory and practice and presents six examples of study abroad courses or programs whose interventions apply this knowledge This book provokes readers to reconsider long held assumptions beliefs and practices about teaching and learning in study abroad and to reexamine the design and delivery of their programs In doing so it provides a new foundation for responding to the question that may faculty and staff are now asking What do I need to know and what do I need to be able to do to help my students learn and develop more effectively

abroad Contributors Laura BathurstMilton BennettGabriele Weber BosleyJohn EngleLilli Engle Tara HarveyMitchell HammerDavid KolbBruce La Brack Kris Hemming LouKate McClearyCatherine MenyhartR Michael PaigeAngela PassarelliAdriana Medina L pez PortilloMeghan QuinnJennifer Meta RobinsonRiikka SalonenVictor SavickiDouglas StuartMichael Vande BergJames ZullWhile the authors who have contributed to Student Learning Abroad are all known for their work in advancing the field of education abroad a number have recently been honored by leading international education associations Bruce La Brack received NAFSA s 2012 Teaching Learning and Scholarship Award for Innovative Research and Scholarship Michael Paige 2007 and Michael Vande Berg 2012 are recipients of the Forum on Education Abroad s Peter A Wollitzer Award     **Technology and Development** ,1997

## Whispering the Strategies of Language: An Psychological Quest through **Study Abroad And Educational Development**

In a digitally-driven earth wherever displays reign great and instant conversation drowns out the subtleties of language, the profound techniques and emotional subtleties hidden within phrases often move unheard. Yet, located within the pages of **Study Abroad And Educational Development** a fascinating literary treasure pulsing with raw thoughts, lies an exceptional journey waiting to be undertaken. Penned by an experienced wordsmith, this charming opus invites viewers on an introspective trip, gently unraveling the veiled truths and profound affect resonating within the very material of every word. Within the mental depths with this emotional review, we will embark upon a honest exploration of the book is core styles, dissect its captivating publishing design, and fail to the strong resonance it evokes deep within the recesses of readers hearts.

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## **Study Abroad And Educational Development Introduction**

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web robert norman ross october 29 1942 july 4 1995 was an american painter art instructor and television host he was the creator and host of the joy of painting an instructional television program that aired from 1983 to 1994 on pbs in the united states cbc in canada and similar channels in latin america europe and elsewhere

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