Learning within a Study Abroad Community: a case study at The University of Sydney

Showcase @ HERDSA
July 2008

SAb & Internationalization

- Study Abroad has become an important component of the education field, an avenue to gain an advantage in a competitive global field.

- As students utilize the different types of capital (economic, cultural, social, symbolic capital) available to them, they intensify their chances of success in the global field.
The General Goal of Internationalisation

- the expansion of world knowledge and intercultural understanding essential for people to function effectively in an interdependent world

(Kitsantas & Meyers, 2001).

Globalization has created demand for people who understand and can apply the complex processes of global communication

Expectations:
- that today’s world citizens will be proficient in foreign languages,
- familiar with economic systems,
- aware of political and social structures,
- show an appreciation for the historical, cultural, and artistic traditions that have molded the thoughts and behaviors of those with whom they will interact on the international scene.

- Global citizens increasingly see that they live and work in a global marketplace of goods, services and ideas.
### Study Abroad programs
aka short-term international field study

- have had a significant role in facilitating first-hand learning experiences for students to study in countries other than their own (Carlson, Burn, Useem, & Yachimowicz, 1990).
- is recognised to be of real value, in a global social and economic network (Cash, 1993; Stoop, 1988).
- is an attractive alternative for many students to traditional, longer-term study abroad programs.
- SAb students from different pedagogical backgrounds, can act as an invigorating presence in the Australian classroom in challenging contemporary pedagogy (Peel, 2004).

### USYD identifies 3 generic overarching graduate attributes

- **Scholarship**
- **Lifelong Learning, and**
- **Global citizenship.**

Students, as global citizens, “will aspire to contribute to society in a full and meaningful way, through their roles as members of local national and global communities”.

To have fun (98)
Meet other people & make new friends (92)
Open minds to new understandings of the world (86)
Learn about different cultures (80)
Improve life skill competencies (62)
What are your expectations of the programme at a PROFESSIONAL/ACADEMIC level?
CLICK as many as are applicable
At a PROFESSIONAL/ACADEMIC level I expect that the program will help me to develop my:

- Social and leadership skills
- Orientation to risk taking
- Teamwork skills
- Group engagement (in class) skills
- Orientation to decision-making
- Orientation to learning in a global context
- Adaptability to various situations and new contexts
- Inter-personal problem solving skills
Embracing Trends in Internationalisation

- Exploring the gap between internationalisation & multiculturalism
- Offering programs and units of study informed by research and evaluation findings
- Acknowledging shifting trends in global student mobility
- Framing short and long-term programs via multiple perspectives
- Investigating intercultural understandings through education abroad
- Acknowledging student needs captured through evaluative feedback
- Building social & cultural capital

Short-term Study Abroad Initiatives: Changing Teachers’ Lives

- Australian teachers learning about language and culture
- Australian teachers learning about themselves
- Short term international teaching experiences include homestay, teaching experience and cultural exploration
- 5 weeks in Indonesia teaching Primary & Secondary School
- 3 weeks in South Korea teaching at College Level
- Local cultural travels: Indonesia

Australian teachers learning about language and culture

Australian teachers learning about themselves
Models for Study Abroad in Education & Social Work: changing professionals’ lives through experiential learning

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<tr>
<th>Models for Study Abroad in Education &amp; Social Work: changing professionals’ lives through experiential learning</th>
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<tr>
<td><strong>Australian Theatre Film &amp; Learning</strong> blending theories of learning through different genre, with studies of Australian culture 3 weeks classroom lectures plus 1 evening field experience (eg. theatre performance or film) 3 cycles per 13 weeks</td>
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<tr>
<td><strong>Indigenous Sport Culture and Learning</strong> blending theories of learning through sport with issues in Australian Indigenous education 6 weeks classroom lectures plus 1 local Indigenous sporting match visit 2 cycles per 13 weeks</td>
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<tr>
<td><strong>Learning in Outdoor Education</strong> blending theories of experiential learning and outdoor education with cultural studies of the Australian ‘bush’ 6 weeks classroom lectures, plus 1 weekend bushwalk 2 cycles per 13 weeks</td>
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<tr>
<td><strong>Australian Sport Culture and Learning</strong> blending theories of elite sports with sport for young children in the Australian context 3 weeks classroom lectures plus 1 evening or weekend sporting event (eg. Australian team Olympic swimming trials) 3 cycles per 13 weeks</td>
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All undergraduate and post-graduate units of study available for study abroad and exchange students, however these units prove very popular for semester abroad students.