

Descriptions, Expected Learning Outcomes, and Rubrics for Education Abroad & Away Courses

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Practices currently qualifying for designation as 4+ credit, integrative courses are: Service Learning; Education Away; Research & Creative Inquiry, Interdisciplinary Team-Taught courses, and courses with Instruction in a Foreign Language. Each of these practices is associated with specific ELOs that relate to the pedagogical practice rather than the content.

Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials. Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

This packet provides key resources to support the development of Education Abroad & Away courses. The resources cited were integral to the development of the Expected Learning Outcomes (ELOs) associated with Education Abroad & Away courses and to the development of the Education Away Inventory. The ELOs relate to pedagogy rather than content, being applicable to the content of any of the Theme courses. A sample rubric for evaluating these ELOs is also provided. These are intended to support course development. Note that an assessment plan is not required at the time of course submission—the ELOs and rubric are intended to stimulate course design, in alignment with backwards-design principles.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Education Abroad & Away (after Hahn et al)

The Forum on Education Abroad defines education abroad as “education that occurs outside the participant’s home country.” In addition to engagement in academic courses, this can include credit-bearing international experiences as internships, volunteering, and directed travel, as long as these programs are driven to a significant degree by learning goals. “Education Away” expands this definition to include experiences in areas of the US that are culturally different from what they could experience on their home campus of The Ohio State University.

Both Education Abroad and Education Away courses and programs help students explore cultures, life experiences, and worldviews different from their own. These courses—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, environmental justice, and power, and other issues relevant to General Education

themes. Frequently, intercultural learning is augmented by immersion experiences in diverse communities in local and global settings.

Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It may be helpful to consult these resources in course planning.

Key References and Resources

Hahn, T.W., Hatcher, J.A., Price, M.F., Studer, M.L. (2016). IUPUI Taxonomy for Service Learning Courses. Retrieved from: <https://rise.iupui.edu/resources/course-development/taxonomies>

“Eight Key Elements of High Impact Practices” Source: Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). From: <https://www.radford.edu/content/high-impact/home/faculty-resources.html>

EDUCATION ABROAD & AWAY ELOs AND OBJECTIVES (Template)

Goals	Expected Learning Outcomes	Education Abroad & Away Specific Objectives
<p>GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.</p>	<p>Successful students will...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.</p> <p>1.1.b Analysis: Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.</p> <p>1.1.c Critical thinking & analysis: Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.</p>
	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>1.2.a Scholarly engagement: Articulate a thorough, complex, and scholarly understanding of the issues, resources, assets, and cultures of the culture and location in which they are working.</p>
<p>GOAL 2: Successful students will integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to contemporary global issues and contexts and their experience away.</p> <p>2.1.b Multiple perspectives: Evaluate and apply diverse perspectives to complex subjects from multiple cultural lenses.</p>

	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>2.2.a Cultural self-awareness: Engage in intercultural learning and reflect on their own cultural values and seek to understand how their actions affect and are affected by both local and global communities they live in.</p> <p>2.2.b Intercultural empathy: Interpret and explain intercultural experience from the perspectives of their own and at least one other worldview and demonstrate intercultural empathy towards culturally different others.</p>
--	--	---

SAMPLE STUDENT ASSESSMENT RUBRIC FOR EDUCATION ABROAD & AWAY

	Benchmark (1)	Milestone (2)	Milestone (3)	Capstone (4)
1.1 Critical thinking	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
1.1 Analysis	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts and professionals are taken as fact, without question.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts and professionals are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts and professionals are subject to questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and professionals are questioned thoroughly.
1.2 Scholarly engagement	Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working.	Identifies the issues, resources, assets, and cultures of the community in which they are working.	Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working.	Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.
2.1 Integration of knowledge	Student expresses a limited, unclear connection of course content to intercultural experience.	Begins to connect knowledge (facts, theories, etc.) from course content to intercultural experience.	Connects and analyzes knowledge (facts, theories, etc.) from course content to intercultural experience.	Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to intercultural experience.

2.2 Cultural self-awareness	Evaluates the impacts of the intercultural experience on themselves.	Begin to evaluate the impacts of the intercultural experience on themselves and others.	Evaluates the impacts of the intercultural experience on themselves and the local and global community.	Demonstrates complex understanding of the impacts of the intercultural experience on themselves and the local and global community.
2.2 Intercultural empathy	Views the experience of others but does so through own cultural worldview.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of different others.