

Demystifying Outcomes Assessment for **International** Educators

A PRACTICAL APPROACH

Darla K. Deardorff

Forewords by Trudy W. Banta and Hans de Wit

Demystifying Outcomes Assessment For International Educators A Practical Approach

Raffaela Di Napoli



Demystifying Outcomes Assessment For International Educators A Practical Approach:

Demystifying Outcomes Assessment for International Educators Darla K. Deardorff, 2023-07-03 For many in international education assessment can seem daunting and overwhelming especially given that such efforts need to involve much more than a pre post survey This book is a practical guide to learning outcomes assessment in international education for practitioners who are starting to engage with the process as well as for those who want to improve the quality and effectiveness of their assessment efforts Assuming no prior knowledge the book offers an accessible and clear road map to the application of assessment Recognizing that a one size fits all approach cannot capture the diversity of goals and settings of international education or the rich variety of programs and organizations involved in delivering it author Darla Deardorff provides the reader with foundational principles and knowledge to develop appropriate assessment approaches for evaluating and improving student learning outcomes which are the drivers of higher education internationalization She provides the background for assessment highlights how the characteristics of international education pose unique challenges for assessment considers the contexts to which assessment may be applied whether in cross border or at home institutional experiences such as in curricular co curricular or extracurricular settings and distills a seemingly convoluted process into a manageable approach From the basics of getting started in assessment to highlighting pitfalls to avoid this book offers a holistic and practical approach to assessment that moves beyond seeing assessment as a discrete activity to an ongoing process that is integrated into student learning There is also a unique chapter for education leaders on assessment essentials from a leadership perspective The appendices include worksheets for implementing assessment creating an assessment team and getting buy in from stakeholders Other appendices include a list of standards adapted to international education outcomes assessment guidance on assessing intercultural competence and resources This book reflects the author's experience of over a decade of work with international education programs and higher education institutions around the world and synthesizes what she has learned into an easy to use resource for anyone who wants to understand and utilize effective assessment in the field of international education **Journal of International Students, 2016 Vol. 6(1)** Krishna Bista, 2019-10-01 The

Journal of International Students JIS an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 publishes narrative theoretical and empirically based research articles student and faculty reflections study abroad experiences and book reviews relevant to international students and their cross cultural experiences and understanding in international education **Journal of International Students 2016 Vol 6 Issue 1** Krishna Bista, 2015-11-25 An interdisciplinary peer reviewed publication Journal of International Students is a professional journal that publishes narrative theoretical and empirically based research articles study abroad reflections and book reviews relevant to international students faculty scholars and their cross cultural experiences and understanding in higher education The Journal audience includes international and domestic students faculty administrators and educators engaged in research

and practice in international students in colleges and universities More on the web <http://jistudents.org> **Global and Local Internationalization** Elspeth Jones, Robert Coelen, Jos Beelen, Hans de Wit, 2015-12-14 Offering a range of perspectives on internationalization in higher education from a globally dispersed group of authors this book reflects the many facets of the theme It reminds us that while internationalization is strongly connected to the globalization of society at the same time it is deeply embedded in local political economic and social structures systems and cultures The increasing attention given to internationalization by institutions all around the world is leading to diversification and broadening of practice This in turn deepens our understanding of what is needed to enhance the educational experiences of students and how the outcomes of internationalization contribute to the skills needed in a globalized and multicultural society Yet inevitably the impact is becoming more noticeable locally and the six sections of the book focus on these dimensions Internationalization in Local and Global Contexts Local and Global Drivers for Change Global and Local Dimensions of Curriculum Internationalization The Outcomes of Local and Global International Education Internationalization for Local and Global Employability Regional and National Cases of Local and Global Internationalization How can we define more precise learning outcomes that underpin learning and teaching How do we avoid the societal risks of internationalization and ensure that internationalization opportunities and benefits are shared equally How do we prevent brain drain and commercialization What are the values that underlie our actions These are just some of the questions that will occupy our minds locally and globally in the years to come and which this book seeks to highlight **Interculturality in International Education** Jane Jackson, 2018-05-15 This comprehensive volume provides a state of the art overview of the key issues and developments in study abroad research and practice with a specific focus on the intercultural and language learning dimensions of the study abroad experience Rather than looking at individual studies the book seeks to capture the full complexity of the language learning and intercultural dynamics of study abroad by exploring a wide range of topics of particular interest to study abroad researchers and practitioners including the role of individual differences identity reconstruction and interculturality the challenges of assessing learning outcomes and recent pedagogical interventions designed to enhance and extend language learning and engagement in these contexts The volume also takes a step back to look at future directions for study abroad research and offers innovative interventions in study abroad programming that emphasise its intercultural elements This book is an authoritative resource for study abroad scholars and researchers in such fields as intercultural communication applied linguistics sociolinguistics and language education **Handbook of Research on Study Abroad Programs and Outbound Mobility** Velliari, Donna M., Coleman-George, Deb, 2016-08-24 Millions of students seek short and long term study abroad options every year and this trend is a key illustration of the internationalization of higher education Because a global perspective has become mandatory in the largely globalized workforce many institutions look to study abroad programs to prepare their students This outbound mobility has the potential to contribute to greater understanding between

cultures countries and individuals The Handbook of Research on Study Abroad Programs and Outbound Mobility offers a comprehensive look into motivations for and opportunities through all forms of outbound mobility programs By providing empirically based research this publication establishes the benefits difficulties and rewards of building a framework to support international students and programs It is an invaluable resource for academics students policy makers course developers counselors and cross cultural student advisors

The Handbook of International Higher Education Darla K. Deardorff, Hans de Wit, Betty Leask, Harvey Charles, 2023-07-03 Co published with AIEA International higher education has evolved in some respects dramatically in the decade since publication of the first edition of this handbook The new issues trends practices and priorities of research that evolved over this time have in some instances been transformed by one of the most dynamic and tumultuous periods in the history of international higher education brought on by the pandemic a re emergence of nationalism and the recognition of the power imbalances between the developed economies and the global south and racial inequities within and across borders This new edition addresses the myriad changes across all aspects of international education each chapter addressing to the extent possible the reality of the present in which they were written and offering some insights for the future While updating a number of chapters from the first edition it also includes a preponderance of new chapters written by contributors representing wider and more diverse backgrounds In keeping with the first edition the overall message is that the internationalization of higher education has a vital role to play in a world that is more interconnected than ever before Recognizing changing economic geopolitical climatic and public health issues as well as the importance of international and cross cultural collaboration to address global problems this handbook offers a comprehensive range of models data and ideas to stimulate new directions in the conception and practice of international education This edition reflects today's concerns around inclusion diversity and equity and how international education is being changed by issues such as decolonization the focus on learning outcomes the impact of digital tools to enhance access and learning and collaboration such a virtual exchange competition for resources risk new patterns of mobility and new models such as joint programs and qualifications As with the first edition the chapters often intentionally pair scholars and practitioners from different parts of the world and include text boxes that highlight concrete institutional national or regional experiences providing diverse voices and perspectives from around the world This comprehensive new edition provides ideas concepts theories and practical ideas from around the world for those seeking to enhance the quality of the three core functions of higher education teaching research and service to society It constitutes an essential resource for everyone involved in the delivery of international education and in determining its future direction

Summary of Contents Maintaining a similar structure of the first edition this revised Handbook is comprised of four sections The first section includes five chapters that address national regional and international frameworks and contexts The second addresses key aspects of internationalization at the strategy level covering leadership institutional strategies outcomes assessment resources and

financing risk management and institutional linkages and partnerships The third describes core functions of internationalization addressing intercultural competence development the internationalization of the curriculum teaching and learning virtual exchange international perspectives on the work of student affairs professionals student engagement engaging staff and faculty the internationalization of research and finally and a chapter on serving communities

The Guide to COIL Virtual Exchange Jon Rubin, Sarah Guth, 2023-07-03 This is the authoritative guide to implementing COIL Virtual Exchange conceived and co edited by one of the originators of this innovative approach to internationalization Jon Rubin COIL the acronym for Collaborative Online International Learning is a central modality of what has come to be known as virtual exchange Since its first iteration in 2002 it has gradually established itself as a mature pedagogy that is being increasingly implemented across the world and is validated by a growing body of research COIL Virtual Exchange at its most essential is a bi lateral online exchange involving the integration of existing courses across two or sometimes more institutions that are geographically and or culturally distinct To launch a COIL VE course the instructor of a class at a higher education institution in one location links online with a professor and his or her class in another region or country Together their students engage and develop joint projects usually over a continuous five to eight week period Compared to the limited number of students worldwide who can engage in study abroad COIL VE potentially opens up more equitable and inclusive participation in international education and intercultural experiences to all students involves them in rigorous disciplinary and interdisciplinary studies and promotes close and constructive engagement with students with different cultural perspectives While many COIL courses are launched by individual instructors based on their research connections and online outreach they are being increasingly supported and led by dedicated COIL Coordinators who facilitate virtual exchanges and provide professional development This comprehensive guide covers COIL VE pedagogy provides examples of what takes place in the COIL classroom and explores what instructors and staff need to know to facilitate and support a variety of COIL courses across the curriculum It addresses how institutional stakeholders especially those in leadership positions can develop and embed a successful COIL initiative at their institution It offers varied perspectives of COIL viewed from different institutional and cultural vantage points from research universities community and technical colleges and university systems and describes how COIL VE is developing in five different world regions presenting eleven case studies The book concludes with a guide to thirteen global organizations that support COIL and other forms of VE Additionally the book provides links to the COIL Connect for Virtual Exchange website <https://coilconnect.org> which includes an updated directory of organizations an expanding database of faculty and institutions participating in COIL and looking for partners course templates survey data and case studies This book offers faculty and administrators across the world whether formally involved in international education in service learning and community engagement or wanting to incorporate a cross cultural perspective in their disciplinary courses theoretical foundations guidance on effective collaboration and the strategic and pedagogical

considerations to develop robust COIL VE courses and programs Teaching and Training for Global Engineering Kirk St. Amant, Madelyn Flammia, 2016-03-23 Provides a foundation for understanding a range of linguistic cultural and technological factors to effectively practice international communication in a variety of professional communication arenas An in depth analysis of how cultural factors influence translation document design and visual communication A review of approaches for addressing the issue of international communication in a range of classes and training sessions A summary of strategies for engaging in effective e learning in international contexts A synopsis of how to incorporate emerging media into international teaching and training practices At School in the World Carine E. Ullom, Nilufer Guler, 2023-02-02 The first resource to combine the theory of globalizing education preparation programs EPP with practice collected from all regions of the world At School in the World Developing Globally Engaged Teachers makes the case for the necessity of incorporating global citizenship and intercultural competence development into education curricula at all levels This volume includes the voices of forty seven emerging and distinguished intercultural education scholars from ten countries providing a breadth and depth of experiences and practices never before collected in one book This is an ideal resource for division leaders of EPP at colleges and universities education policy developers teacher preparation faculty preservice teachers undergraduate and graduate and practicing teachers Through insights from the field and practical examples along with its broad scope this comprehensive work aims to help these education practitioners develop their awareness of the importance of internationalization of teacher education develop their intercultural competence and learn strategies for incorporating global approaches in their courses and programs **Mind the Gap** Nina Namaste, Amanda Sturgill, 2023-07-03 There is growing awareness that global learning is not confined to university credit bearing off campus international programs and that institutions of higher learning have up until now conceived of global education too narrowly Global learning through study abroad and off campus domestic study fits into a larger context of students educational experiences You can find global learning as part of other high impact practices domestic off campus programs undergraduate research and service or community based learning all can be global learning opportunities On campus global learning can occur in the disciplines and in the core curriculum as well Language and culture anthropology sociology and other departments multicultural centers and diversity and inclusivity offices to name a few also teach students to be global learners Global learning pertains to the many staff and faculty educators who intentionally encourage students to engage with and successfully navigate difference Thus there is a growing need for bridging across disciplinary and administrative silos silos that are culturally bound within academia The gaps between these silos matter as students seek to integrate off and on campus learning Higher education needs a new holistic assessment of global learning This book investigates not just student learning but also faculty experiences program structures and pathways that impact global learning and expands the context of global learning to show its antecedents and impacts as a part of the larger higher education experience Chapters look at recent developments such

as short term off campus international study and certificate medallion programs as well as blended learning environments and undergraduate research all in the context of multi institutional comparisons Global learning is also situated in a larger university context A Series on Engaged Learning and Teaching Book Visit the books companion website hosted by the Center for Engaged Learning for book resources *International Higher Education's Scholar-Practitioners* Bernhard Streitwieser, Anthony C. Ogden, 2016-03-01 The idea of the professional who bridges both research and practice has been largely overlooked and at times even disregarded by the academic and administrative structures that govern activity in higher education today In international higher education the number of students who now engage in mobility and exchange has expanded globally along with the administrative cadre that manages all facets of internationalization and the quickly growing scholarly attention to understanding the phenomenon In this process two distinct professional categories have emerged those who study it and those who do it the scholars and the practitioners Practitioners are seen as those who manage the daily logistical flow of students and personnel around the globe while scholars are seen as those who conduct research collect and analyze data and publish findings to inform improve and justify the activity Yet this dichotomy is overly simplistic outdated and excludes the large and growing class of hybrid scholar practitioners who now engage regularly in both kinds of activity It is this rapidly growing population of bridge builders that are profiled and discussed in this book through critical essays on the notion of the scholar practitioner and its implication for the further development of international higher education The chapters include detailed analyses from university faculty senior international officers and other high level administrators directors of research centers key leaders from influential professional associations and private organizations managers of study abroad and exchange and graduate students This book launches a much needed dialogue about the perception and reality potential and promise of the scholar practitioner in higher education today It will be of relevance to a wide variety of readers from those within universities and organizations to those who are outside observers of higher education

Study Abroad for Pre- and In-Service Teachers Laura Baecher, 2020-12-29 By exploring the experiences of pre and in service teachers as well as the design and implementation of study abroad programs developed specifically for them this volume highlights the potential of international learning in promoting teachers global and critical understandings of their roles as educators in an increasingly diverse and interconnected world Recognizing teacher study abroad as a unique strand within the wider foreign education literature Study Abroad for Pre and In Service Teachers emphasizes how it can be conceptualized theorized and implemented as part of initial and continuing teacher training Chapters consider study abroad programs and teaching practices in Europe Asia the Americas and in Indigenous communities and document the transformative learning experiences which impact the way teachers think about learning teaching and identity Together the chapters foreground the personal and professional advantages of teacher study abroad and provide key insights to inform design and programming for sustainable impactful teacher study abroad which supports

teachers in building intercultural competence and enhances their capacity to serve students of varying cultural and linguistic backgrounds This volume will appeal to researchers scholars education abroad facilitators and teacher educators with an interest in international mobility multicultural education culturally responsive pedagogy and study abroad In addition pre and in service teachers will find the book of value *Research Methods in Intercultural Communication* Zhu

Hua,2016-01-19 *Research Methods in Intercultural Communication* introduces and contextualizes the most important methodological issues in the field for upper level undergraduate and graduate students Examples of these issues are which paradigms and how to research multilingually interculturality and ethnically Provides the first dedicated and most comprehensive volume on research methods in intercultural communication research in the last 30 years Explains new and emerging methods as well as more established ones These include Matched Guise Technique Discourse Completion Task Critical Incident Technique Critical Discourse Analysis Ethnography Virtual Ethnography Corpus Analysis Multimodality Conversation Analysis Narrative Analysis Questionnaire and Interview Assists readers in determining the most suitable method for various research questions conceptualizing the research process interpreting results and drawing conclusions Supports students from start to finish with key terms suggestions for further reading research summaries and sound guidance from experienced scholars and researchers **Study Abroad Opportunities for Community College Students and Strategies for Global Learning** Malveaux, Gregory F.,Raby, Rosalind Latiner,2019-01-11

Community colleges serve more students than any other institutional type in the United States and internationalization is an inherent component of community colleges that advances student knowledge facilitates student success and serves the needs of local communities As most community college students do not enroll in four year institutions their only opportunity for international experience is while they are in community college *Study Abroad Opportunities for Community College Students and Strategies for Global Learning* provides innovative insights into international study and education abroad through community colleges while discussing the value of adding study abroad programs to two year institutions This publication examines community colleges contributions in a local society study abroad opportunities peacebuilding international education and risk management Designed for administrative professionals community college leaders educators academicians and researchers this 2020 CIES Study Abroad and International Students SIG Best Book in Higher Education second place winner covers topics centered on study abroad programs at diverse community colleges *Assessing Study Abroad* Victor Savicki,Elizabeth Brewer,2023-07-03 This book is intended to guide advisors administrators and faculty members engaged with study abroad who are concerned with answering the question what does study abroad achieve It will also inform the work of study abroad organizations as well as institutions receiving study abroad students Offering a broad based approach to assessment the book will appeal to those starting out However an array of case studies illustrating the often untidy process of implementation will equally appeal to those further along by offering creative and often simple approaches to common problems Following an

account of how and why assessment in the field has evolved the first part of the book sets the stage for the reader to consider the role of mission and context in determining purpose goals and outcomes to identify and consult with stakeholders determine what data and expertise may already be available on campus match methods and tools to questions and create realistic plans to communicate findings and to act upon them The second part of the book offers an overview of appropriate tools and strategies for assessing study abroad emphasizing the importance of carefully formulating and prioritizing assessment questions and understanding the advantages and drawbacks of different instruments It describes an array of qualitative quantitative and mixed methods illustrating their application with examples of practice and concludes by outlining the process of putting a plan into action The book concludes with ten case studies that illustrate various approaches to planning experimentation and implementation some revealing false starts and lessons learned and all conveying the message that assessment is an iterative on going process that needs constant refinement The cases represent a wide variety of institutional and organizational types and demonstrate how each selected methods suited to their capacities and cultures

Exploring Cultural Competence in Professional Development Schools JoAnne Ferrara, Janice L. Nath, Ronald

Beebe, 2020-06-01 This book examines the ways in which PDSs build cultural competence for various stakeholders including pre service teachers classroom teachers school leaders college faculty and K 12 students Given the increased national attention on the opportunity gap present in underserved marginalized communities across the country the authors in this series identify a combination of research based practices and institutional changes that increase student attainment and develop educators capacity to serve a range of diverse learners We are certain the timeliness of the topic will provide educators with context for understanding the role PDSs play in the creation of culturally responsive schools **Trends in**

Assessment Stephen P. Hundley, Susan Kahn, 2023-07-03 Trends in Assessment provides readers with a survey of the state of the art of the enduring assessment concepts and approaches developed over the past twenty five years and includes chapters by acknowledged experts who describe how emerging assessment trends and ideas apply to their programs and pedagogies covering Community Engagement ePortfolios Faculty Development Global Learning Graduate and Professional Education High Impact Practices Learning Improvement and Innovation Assessment Trends from NILOA STEM Student Affairs Programs and Services The concluding chapters point to a future of assessment and identify several meta trends in assessment The book was conceived by organizers and contributors of the Assessment Institute in Indianapolis the nation s oldest and largest higher education assessment event and includes contributions by the following partners of the Institute Association for the Assessment of Learning in Higher Education AALHE Association for Authentic Experiential and Evidence Based Learning AAEEBL Association for General and Liberal Studies AGLS Association for Institutional Research AIR Association of American Colleges and Universities AAC Center for Postsecondary Research CPR National Survey of Student Engagement NSSE and Higher Education Data Sharing Consortium HEDS Trends in Assessment serves as a vital resource

for faculty student affairs professionals administrators anyone involved in accreditation and scholars in the field

Reshaping International Teaching and Learning in Higher Education Paul G. Nixon, Vanessa P. Dennen, Rajash Rawal, 2021-02-21 This volume provides a broad examination of how technology and globalisation have influenced contemporary higher education institutions and how moves towards internationalisation within and between educational providers continue to be a force for change in this context Showcasing the varied responses to and utilisation of new technologies to support international teaching and learning endeavours at a range of higher education institutions this book introduces content from around the world emphasising the global importance of the internationalisation of education Featuring contributions from some fresh young voices alongside the work of experienced and internationally renowned scholars this collection critically scrutinises the potential of information and communication technologies ICTs on the capacities and patterns of university education assesses and refines the contention that ICTs are facilitating the re shaping of university practices as well as challenging traditional educational models and learning strategies provides a comprehensive portrait of the ways in which ICT use engages higher education providers society and individuals to facilitate potentially more democratic globally focussed access to knowledge generation creation investigation and consumption processes through internationally focussed education and examines the differing pace and scope of change in international educational practice and context between and within countries and disciplines With an international range of carefully chosen contributors this book is a must read text for practitioners academics researchers administrators policymakers and anyone interested in the future of the university in an information age

Metacognition in Language Learning and Teaching

Åsta Haukås, Camilla Bjørke, Magne Dypedahl, 2018-06-14 The Open Access version of this book available at <https://www.taylorfrancis.com/books/e/9781351049139> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching While other works have explored certain notions of metacognition in language learning and teaching this book divided into theoretical and empirical chapters looks at metacognition from a variety of perspectives including metalinguistic and multilingual awareness and language learning and teaching in L2 and L3 settings and explores a range of studies from around the world This allows the volume to highlight a diverse set of methodological approaches including blogging screen recording software automatic translation programs language corpora classroom interventions and interviews and subsequently to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally This innovative collection is an essential resource for students and scholars in language teaching pedagogy and applied linguistics

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