

The Importance of Learning Outcomes for Graduate Students Who Participate in Graduate
Short-term Study Abroad Programs - Annotated Bibliography

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CTCH 792 – Current Trends in Higher Education

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June 25, 2014

Annotated Bibliography

Fischer, B. A., & Zigmond, M. J. (1998). Survival skills for graduate school and beyond. *New Directions for Higher Education, 101*, 29-40.

The authors are co-directors of the Survival Skills and Ethics Program at the University of Pittsburgh, Pittsburgh, Pennsylvania and offer annual trainer-of-trainer workshops for faculty. In this article, they present an outline of knowledge, skills, and abilities prospective and current graduate students need in order to succeed at higher education institutions and later, in the students' chosen careers. The skills are grouped into four categories: basic, communication, job, and advanced. Students must learn to be proactive, to ask more questions, and to market themselves [students] well if they want to be successful in graduate school as information is not provided in the same way that it is for undergraduates. Incorporating ideas for developing/improving these skills into overseas graduate students' curriculum, both in and out of the classroom might help minimize the culture shock students feel while working on their graduate programs and/or during reentry to the U.S. after completing their programs.

Gardner, S. K. (2010). Faculty perspectives on doctoral student socialization in five disciplines. *International Journal of Doctoral Studies, 5*, 39-52.

Susan Gardner is an associate professor of Higher Education at the University of Maine whose research examines the intersections of organizational environments with individual development. Her article relates to a study intended to better understand faculty members' perceptions of doctoral students' socialization process. It also aims to find out how the faculty viewed their roles in the process. Several of the members did not consider themselves integral because they were not part of the formal process.

However, because they have such direct connections to doctoral students, faculty members' values and behavioral norms influence students through the informal process and faculty are very much a part of the socialization process. Ironically and in contrast to the graduate student-based literature on socialization, most of the faculty in the study did not even mention peer relationships as central to the doctoral student socialization process. This lack of awareness on the faculty's part could serve to inform graduate students conducting research or working on fellowships in another country, as well their advisors who might be in the same location or at a home institution.

Graduate Learning Experiences and Outcomes (GLEO): Education abroad. [Web page].

Retrieved from <http://education.msu.edu/ead/outreach/gleo/>

“The Graduate Learning Experiences and Outcomes: The Landscape of Graduate Study Abroad (GLEO) project focuses on better understanding the content, nature and outcomes of graduate level study abroad.” John Dirks, Mildred B. Erickson Distinguished Chair in Higher, Adult, and Lifelong Education, is a professor at Michigan State University and will be leading the GLEO Project for three years and with the intent to focus on “internationalizing experiences for graduate students and faculty within postsecondary institutions.” In February 2013, MSU hosted a global symposium focused on “developing a deeper understanding of study abroad in graduate education, as well as approaches to developing and assessing study abroad within selected professional education programs.” Participants included faculty, staff, graduate students, and international education professionals interested in topics such as study abroad as a form of internationalization in graduate education, influences of the professional disciplines on graduate study abroad, and planning and funding graduate study abroad programs. The

website hosts a list of related publications and the GLEO Project members will continue to update information.

Kuschner, S. (2011, November). Exploring the foreign United States. *Denizen*. Retrieved from www.denizenmag.com

Denizen is an online magazine and community dedicated to people who grew up in multiple countries, international school alumni, or Third Culture Kids (TCKs - children who have spent a portion or all of their childhood outside their passport countries). The daughter of a Foreign Service officer, Kuschner has lived in Hong Kong, New Hampshire, Kazakhstan, Hungary, Taiwan and Boston and is currently a journalism student at Boston University. Her article was published as part of Denizen's A Third Culture Kid's Guide to College series that is intended to help TCKs survive their college years in "foreign" countries - their countries of birth. Kuschner details a U.S. road trip she took with a fellow global nomad. She describes her awe at seeing the Grand Canyon and relishes in learning parts of a car engine after the car has broken down. Although the guide is intended for first-year college students in the U.S., graduate students abroad may use Kuschner's article as an inspiration to take their own road trips and chronicle their adventures using blogs/journal entries as a means of combatting culture shock and increasing cultural awareness of their locations.

Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13, 205-221. Doi: 10.1177/1028315308329786

Leask is a professor at the University of South Australia (UniSA), and in this article, she finds that although the campus environment is quite diverse and the university had

internationalization as part of its mission, international students often felt isolated from their Australian classmates. She argues that developing intercultural competencies requires not only the support and motivation of home and international students, but also interaction both in classrooms and through student services. Leask suggests specific activities that might be undertaken so that the value and purpose of developing intercultural competencies and meaningful relationships were communicated to the faculty, staff, and students, via not only language, but also through campus action. It is a valuable article with practical, repeatable examples for student affairs and international education professionals to incorporate into their regular activities and use as a tool for preventing or minimizing homesickness in overseas students.

Mak, A. & Kennedy, M. (2012). Internationalising the student experience: Preparing instructors to embed intercultural skills in the curriculum. *Innovative Higher Education*, 37, 323-334. Doi: 10.1007/s10755-012-9213-4

Mak and Kennedy are professors at the University of Canberra in Australia. Mak is Professor of Psychology whose research focuses on internationalization and intercultural social competence, and her colleague is Associate Professor of management and Associate Dean International in the Faculty of Business and Government. Their article, like that of Leask's, concentrates on internationalization of the campus via changing the curricula and building awareness. Mak and Kennedy claim the use of Alliance Building and Cultural Mapping tools of the international Excellence in Cultural Experiential Learning and Leadership or EXCELL (developed by Mak et al.) can be a foundation for internationalized campus support. The authors present examples in which the international students are given a "voice" in the classroom, and at the end of one course,

one of the students thanks the professor for providing his first opportunity to interact socially with Australian students. The article illustrates practical examples as tools for faculty, staff, and student use on campuses. Using the tools throughout various academic and social programs can help with the socialization of graduate students (one of their assessed needs as stated by Fischer & Zigmond, Gardner, Nesheim et. al, and Polson) and potentially help prevent or minimize homesickness in overseas graduate students.

Nesheim, B. E., Guentzel, M. J., Gansemer-Topf, A. M., Ross, L. E., & Turrentine, C. G. (2006).

If you want to know, ask: Assessing the needs and experiences of graduate students. *New Directions for Student Services*, 115, 5-17. Doi: 10.1002/ss.212.

Nesheim et. al are institutional research and assessment and student affairs professionals who work at varying U.S. colleges and universities. In this article written for the *New Directions for Student Services* journal, they examine existing research on graduate students and show why individual institution assessment of graduate students' needs is important. Two areas addressed in this article – socialization and programmatic interventions – are common themes found in articles focused on graduate students' needs. This article might be helpful for students preparing to go overseas to attend graduate school or to study abroad. The article might also be beneficial for business schools' faculty and staff members who focus on supporting graduate students or who manage graduate study abroad programs.

Polson, C. J. (2003). Adult graduate students challenge institutions to change. *New Directions for Student Services*, 102, 59-68.

Dr. Polson is an adult education professor and dean of the graduate school at Kansas State University, Manhattan. Her article points out that the demographics of graduate

student populations have changed while the student services meant for them have not. She states that many subpopulations exist within the graduate student population and uses a “moving in, moving through, moving out” method to describe the levels of the graduate experience and their salient points. Polson, like others, discusses the importance of socialization for new graduate students, as most are attending a different institution and studying a different academic discipline from that of their undergraduate degrees. She also addresses the additional responsibilities (e.g., employment, parenting) graduate students may have and the support they may find necessary to cope. Finally, Polson discusses students’ professional development necessary for transitioning to a career. Dr. Polson’s article is a source of information for graduate students in any stage of their programs, including students attending overseas institutions for any length of time. The article is significant because it addresses in detail differences between graduate students and their undergraduate counterparts, a focus that is still minimal in the current scholarly literature.

Poock, M. C. (2004). Graduate student orientation practices: Results from a national survey. *NASPA Journal*, 41, 470-486.

This author made recommendations regarding the content and method of delivery of college and university campus-wide orientation programs. He states research from an overarching perspective (as opposed to institution or department-specific) is lacking and suggests more studies be done on specific threads related to this topic (e.g., funded versus nonfunded graduate students, impact on graduate students of color, etc.). Literature related to graduate students state that orientation programs are important to the students. International business study abroad program managers would benefit from the

recommendations when developing or updating pre-departure orientations and materials, as well as in-country orientation sessions.

Rajapaksa, S., Dundes, L. (2002-2003). It's a long way home: International student adjustment to living in the United States. *College Student Retention*, 4(1), 15-28.

The article addresses the question of the importance of friendships and social networks for international students in the U.S and how the answers correlate to being a well-adjusted international student (i.e. content and not feeling like they left a part of themselves at home). The authors determine the number of close friends of an international student is not a good predictor of satisfaction with his/her social network. The authors' research suggests that perhaps social contact plays a larger role in determining a student's assessment of his/her social network. The article was selected for this bibliography for its discussion of the research questions being related to adjustment variables (e.g., contentedness, homesickness, loneliness). The article does not provide much information directly related to graduate students studying abroad, but it does raise questions about students' perceptions of social networks, and how those perceptions affect a student's adjustment and acculturation process at a foreign campus.

Rapp, D. R., Rhodes, C. M., Stokes, C. (2006). Journey to the center of the graduate experience. *Adult Learning*, 17(1-4), 37-39.

Three female adult education doctoral students share their reflections of the most important lessons they think graduate students should know in order to maximize their graduate experiences: build relationships, be self-directed, and reflect on experiences. The authors recommend the graduate student take time to get to know faculty and other students in the graduate student's program. They also suggest identifying an end goal

and becoming one's own cheerleader and advocate, particularly via degree-related activity. The authors feel these actions will help with the socialization process of graduate students, a common theme in the research on graduate students. This article is relevant because graduate students abroad may find the socialization process even more challenging and more important if he/she is in a new location without friends or family nearby.

Sachau, D. A., Brasher, N., Fee, S. (2009). Three models for short-term study abroad. *Journal of Management Education*, 1-25. Doi: 10.1177/1052562909340880

The authors of this article are professors from three disciplines – psychology, political science, and construction management – and at least one of whom leads short-term study abroad programs. The authors describe how there are still few articles dedicated to the logistics and management of leading short-term study abroad programs that faculty can use as resources for planning programs. They discuss the benefits of short-term programs as discussed in research (e.g., increased cultural sensitivity, improved student confidence, deeper understanding of global interdependence) before providing practical tips and charts (e.g., Gantt chart of a trip planning timeline, sample packing list). The authors also briefly address other areas of abroad trips like drivers, guides, insurance, and housing. Articles such as this not only provide detailed information for faculty making trip preparations, but also inform non-faculty as to how much time, effort, and funding are necessary to plan successful abroad programs, even they only last one to two weeks.

Stroud, A. H. (2010). Who plans (not) to study abroad? An examination of U.S. student intent. *Journal of Studies in International Education*, 14, 491-507. Doi:

10.1177/1028315309357942

Stroud is a Ph.D student and Associate Director of International Programs at the University of Massachusetts Amherst. Her article examined factors including two that had previously not been studied – “geographic distance from home and attitudes about other cultures” – that might affect a student’s intent to study abroad. The results showed that being female and going to school more than 100 miles from home had a positive impact on American students’ intent to study abroad while living with family while in school and having a professional major negatively impacted students’ intent. The study was done at a large, public U.S. northeastern university and may not apply to all areas or institutions in the country. However, the research does offer insight into other factors – not only financial and demographic information – influencing students’ intent to study abroad. This information on influencing background factors can be useful for education abroad offices trying to encourage participation from nontraditional students such as those attending graduate schools and community colleges.

Woolf, M. (2007). Impossible things before breakfast: Myths in education abroad. *Journal of Studies in International Education*, 11, 496-509. Doi: 10.1177/1028315307304186

The author is president of the Foundation for International Education, a nonprofit private educational institution and has served as consultant to several international education organizations such as the Forum for Education Abroad and the Association of International Educators. In this article, he focuses on unexamined educational-related (as opposed to managerial and administrative) aspects of education abroad programs that permeate the field including the growth of short-term study abroad programs and programs in nontraditional locations. According to Woolf, short-term abroad programs may be becoming increasingly popular due to financial, recruitment, and retention

benefits to the institutions rather than because of student demand. Woolf also states institutions increase programs without considering educational objectives. This article proves useful because it gives possible reasons schools may be increasing education abroad programs and brings readers' attention back to the primary mission of higher education – teaching and learning.

Young, R. (2011, August 23). Cross-cultural skills: Essential for expatriate success. *The Chronicle of Higher Education*. Retrieved from www.chronicle.com

Young works as the human resources director at the Higher Colleges of Technology, the largest public higher education institution in the United Arab Emirates. His article focuses on how expatriates must develop and use their cross-cultural skills in order to be successful in another country. He describes how although English is widely-used, attempting to learn a few phrases in the local language demonstrates goodwill and a willingness to learn. Young also walks the reader through possible emotions expatriates experience when acclimating to a new environment – moving from excitement to antagonism, then possibly to depression and aggression, and finally, if they are successful, to acceptance and understanding. Graduate students going to study overseas essentially become expatriates and may have the same types of interactions as they proceed through their programs of study, particularly in programs that have site visit components and require interaction with local businesspeople and/or individuals involved in academia.