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Introduction

This current academic year, the university has approximately 660 students scheduled to study abroad in the fall of 2023. To better understand engagement opportunities for returning study abroad students, this research is an exploration of current resources that align with study abroad /office of international education (OIE) learning outcome four (LO4):

LO4- Students will gain an international perspective on their academic or career pathway

The first part of this research focuses on the curriculum. Looking at existing courses students are offered in their junior or senior year which is when most students are participating in or returning from study abroad, the courses presented in this poster are from Media, Journalism and Film Studies (MFJS) and Daniels College of Business (DCB).

Questions:

1. Where is there existing overlap in course and LO4?
2. Where are the existing gaps in outcomes?
3. What existing campus resources can help bridge gaps?

An understanding of coursework and existing gaps of students studying course work abroad could possibly reveal resources for integrating global perspectives and continuous engagement for students returning from study abroad.

References

Purposeful Learning. World Leadership School.(n.d)
<https://worldleadershipschool.com/purpose-learning>

Beane, J. (2005). A reason to teach: Creating classrooms of dignity and hope—The power of the democratic way. Portsmouth, NH: Heinemann.

2022-2023 *Undergraduate Bulletin*. University of Denver (n.d.). <http://bulletin.du.edu/undergraduate>

Materials & Methods

- Looking at study abroad learning outcome four (LO4).
- **LO4- Students will gain an international perspective on their academic or career pathway.**

Along with...

- Engaged Learning Opportunities Abroad
 - Community Service
 - Field/Community based Study
 - Homestay
 - Research
 - Service Learning
- Reached out to registrar for a list of most common courses taken in winter 2023 (from fall students 2022)
 - *Department/staff transitions complicated this initial data collection.*
- Used course information shared from previous and current conversations with faculty and staff from campus partners MFJS and DCB and the undergraduate bulletin.

Results

Courses from MFJS has junior or senior status which means students could take these courses while abroad or when they return:

- MFJS 3218 Narrative Film Production I (4 Credits)
- MFJS 3219 Documentary Film Production I (4 Credits)
- MFJS 3220 Narrative Film Production II (4 Credits)
- MFJS 3221 Documentary Film Production II (4 Credits)

Students also will follow a progress report according to the majors below:

- Film Studies & Production
- Journalism Studies
- Media Studies
- Strategic Communication
- Media, Film & Journalism Studies Minor
- Film Studies & Production Minor
- MA in International & Intercultural Communication
- MA in Media & Public Communication

DCB advisors provided a list of classes that could be helpful for business majors to be able to fulfill through their study abroad program:

Common Core

- Analytical Inquiry: Society
- Scientific Inquiry: Society

Business Core

- Introduction to Financial Reporting (Accounting majors should not take this abroad)
- Accounting for Decision Making (Accounting majors should not take this abroad)
- Strategic Business Communication
- Financial Decision Making
- 2800 Introduction to Marketing
- Leading High-Performance Organizations
- Business Policy & Strategy

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Electives

- Any classes that will transfer back to DU for elective credit. This can include classes towards non-business minors, including languages, as well as internships for credit.
- As an example, we have the most business majors (35) going to the University of Economics Prague this fall. They have the following pre-approved options in TIERS for these requirements.
- Classes in Sociology, Political Science, and History

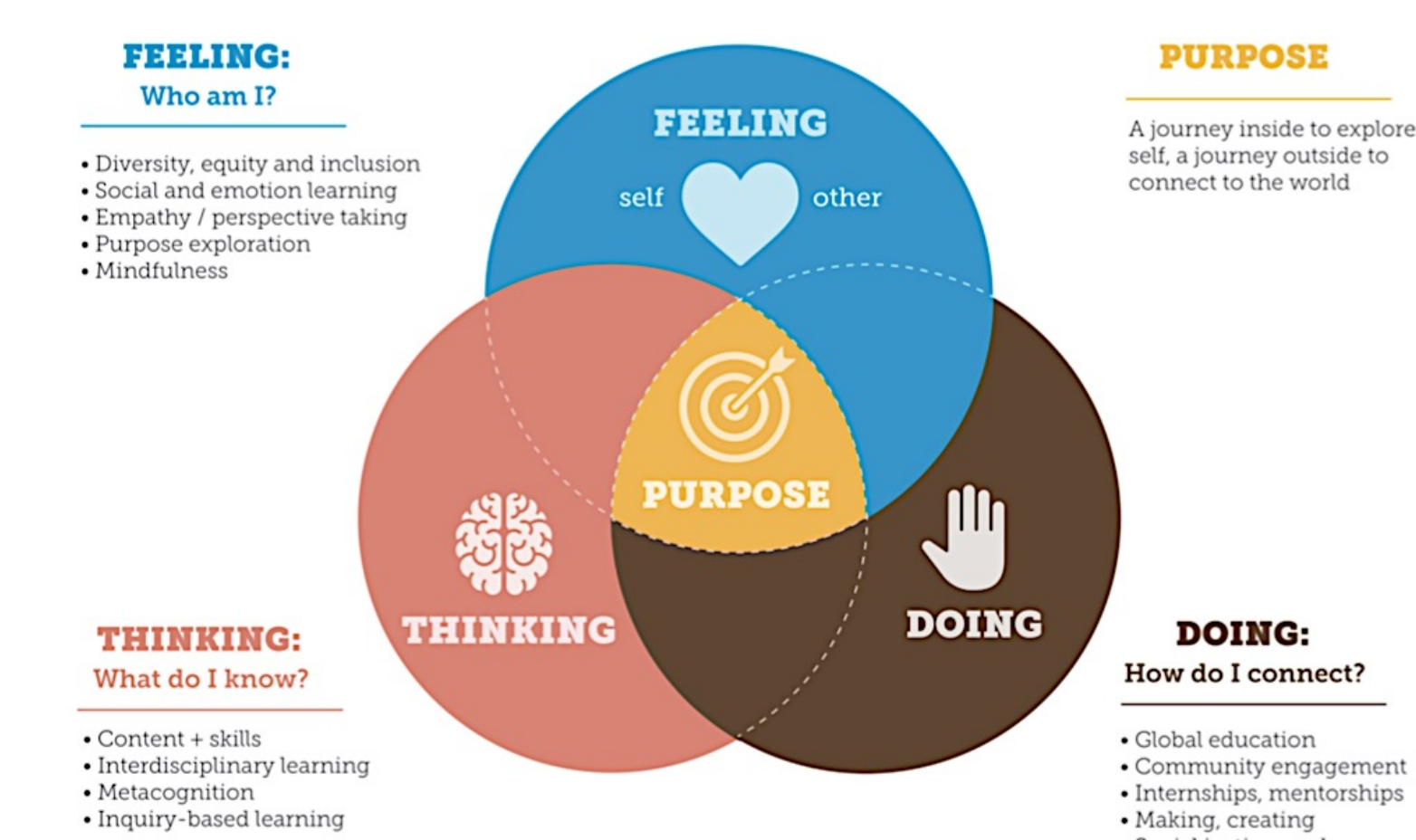
Business Major/Minor Courses

- Accounting – not likely to transfer major or minor classes
- Business Analytics – any courses approved as INFO 2XXX/3XXX
- Business Ethics & Legal Studies – any courses approved as specific LGST classes, or LGST 2XXX/3XXX
- Entrepreneurship – any courses approved as EVM minor elective credit
- Finance – any courses approved as either specific FIN classes, or FIN 2XXX/3XXX
- Hospitality Management – not likely to transfer major classes
- International Business – any courses approved as specific major classes (MGMT 2420, MKTG 3630, LGST 3700, FIN 3410, ECON 2610), or INTS 2XXX/3XXX
- Management – any courses approved as either specific MGMT classes, or MGMT 2XXX/3XXX
- Marketing – any courses approved as either specific MKTG classes, or MKTG 2XXX/3XXX
- Real Estate & the Built Environment – not likely to transfer major or minor classes

* There are other courses in this category but could not present all on a single poster

Conclusions

Purposeful Learning – A framework for study abroad returnee engagement:



Could be a possible framework for answering the questions in this research:

1. Where is there existing overlap in course and LO4 (**Students will gain an international perspective on their academic or career pathway?**)?
2. Where are the existing gaps in outcomes?
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Focusing on Four Aspects of Integration:

Integration of Experiences - past and present experiences are integrated to facilitate new learning.
Social Integration - students from diverse cultural perspectives enjoy common learning experiences.
Integration of knowledge - happens when content area concepts are integrated through a focus on issues.
Integration as a curriculum design – emphasizes project-based learning. (Bean, 2005)

Future Directions

Potential Working Groups:

- **Individual Academic Departments:** Faculty would work together to integrate international perspectives into existing coursework
- **Collaborative Academic Departments:** Faculty would work together finding overlap in existing coursework and potential co-curricular projects for returning students
- **Graduate Students:** Creating learning opportunities for graduate students looking into higher ed administrative or academic positions

Interactive

What existing campus resources can help bridge gaps?

Please use the sticky notes to share ideas!