

*Working Together to Promote  
Responsible Independent  
Student Travel*



*22 MARCH 2013 PARIS*

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# Part I

## *Precautions: What we can do for students*

ENCOURAGE TRAVEL AS LONG AS IT IS SAFE, TAKES PLACE DURING THE STUDENTS' FREE TIME, AND DOES NOT INTERRUPT THEIR ACADEMIC PROGRAMS.

Procrastinating? I am not procrastinating, I am just making sure I have nothing else to do before I start studying.



someecards  
user card

# Part I *Precautions: What we can do for students*

## CLOSELY MONITOR CONDITIONS ABROAD (POLITICAL, SOCIAL, HEALTH, ETC.) VIA:

- US Department of State : <http://travel.state.gov/>
- US Department of State Study Abroad : <http://studentsabroad.state.gov/>
- US Embassy France : [http://france.usembassy.gov/usc\\_focus.html](http://france.usembassy.gov/usc_focus.html)
- Centers for Disease Control & Prevention : <http://wwwnc.cdc.gov/travel/>
- French Ministry of Foreign Affairs: <http://www.diplomatie.gouv.fr/fr/conseils-aux-voyageurs/>

# Part I *Precautions: What we can do for students*

## THREE FORMS OF US DEPARTMENT OF STATE ADVISORIES:

### 1) Travel warnings-



Travel Warnings are issued when long-term, protracted conditions that make a country dangerous or unstable lead the State Department to recommend that Americans avoid or consider the risk of travel to that country.

### 2) Travel alerts-


Travel Alerts are issued to disseminate information about short-term conditions, either transnational or within a particular country, that pose significant risks to the security of U.S. citizens. Natural disasters, terrorist attacks, coups, anniversaries of terrorist events, election-related demonstrations or violence, and high-profile events such as international conferences or regional sports events are examples of conditions that might generate a Travel Alert.

### 3) Country specific information-

#### Country Specific Information

 Print  Email

We provide information on every country in the world. For each country, you will find information like the location of the U.S. embassy and any consular offices; whether you need a visa; crime and security information; health and medical conditions; drug penalties; and localized hot spots. This is a good place to start learning about where you are going.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A

Afghanistan

Albania

Algeria

Andorra

Angola

Anguilla

Antarctica

# Part I *Precautions: What we can do for students*

**AUTOMATICALLY REGISTER ALL PROGRAM PARTICIPANTS IN S.T.E.P.**

<https://step.state.gov/step/>

## **STEP**

The **Smart Traveler Enrollment Program** was formerly known as “Travel Registration” or “Registration with Embassies”. When students are registered, they automatically receive the most current information and travel updates.

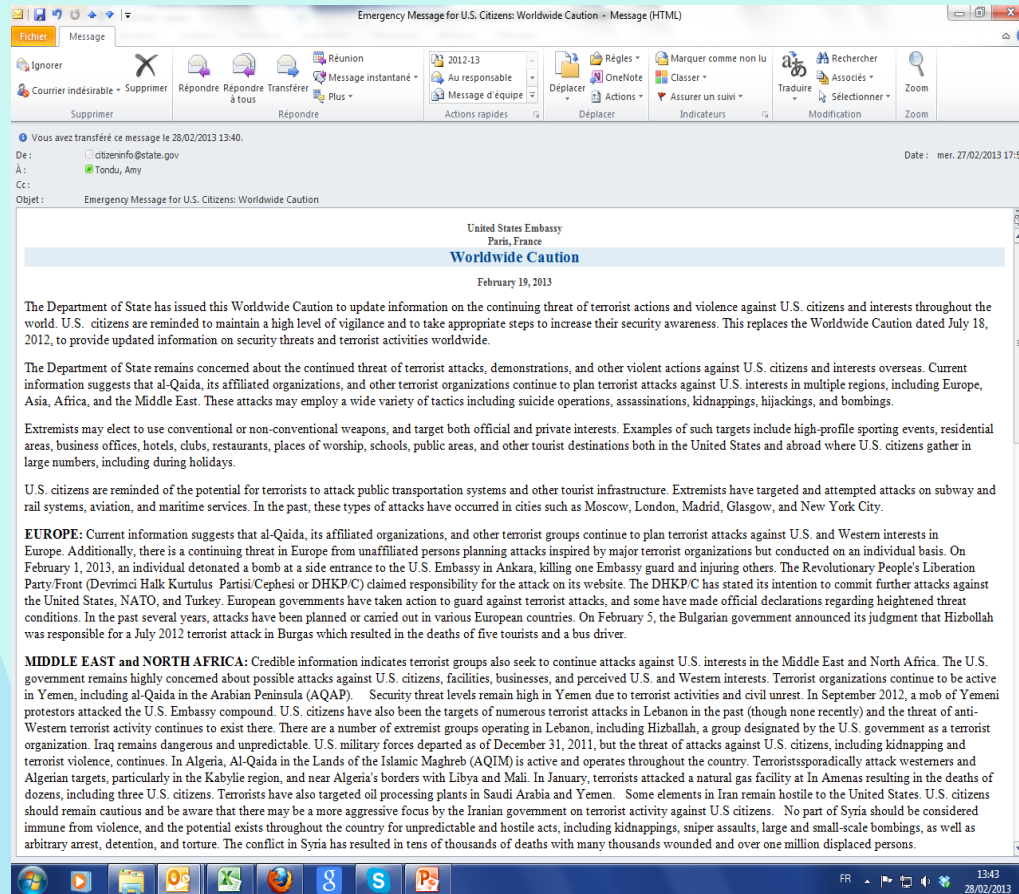
**NOTE:** Not for non US nationals — they are encouraged to check website of home country embassy to see if they can register for travel overseas.





# Part I *Precautions: What we can do for students*

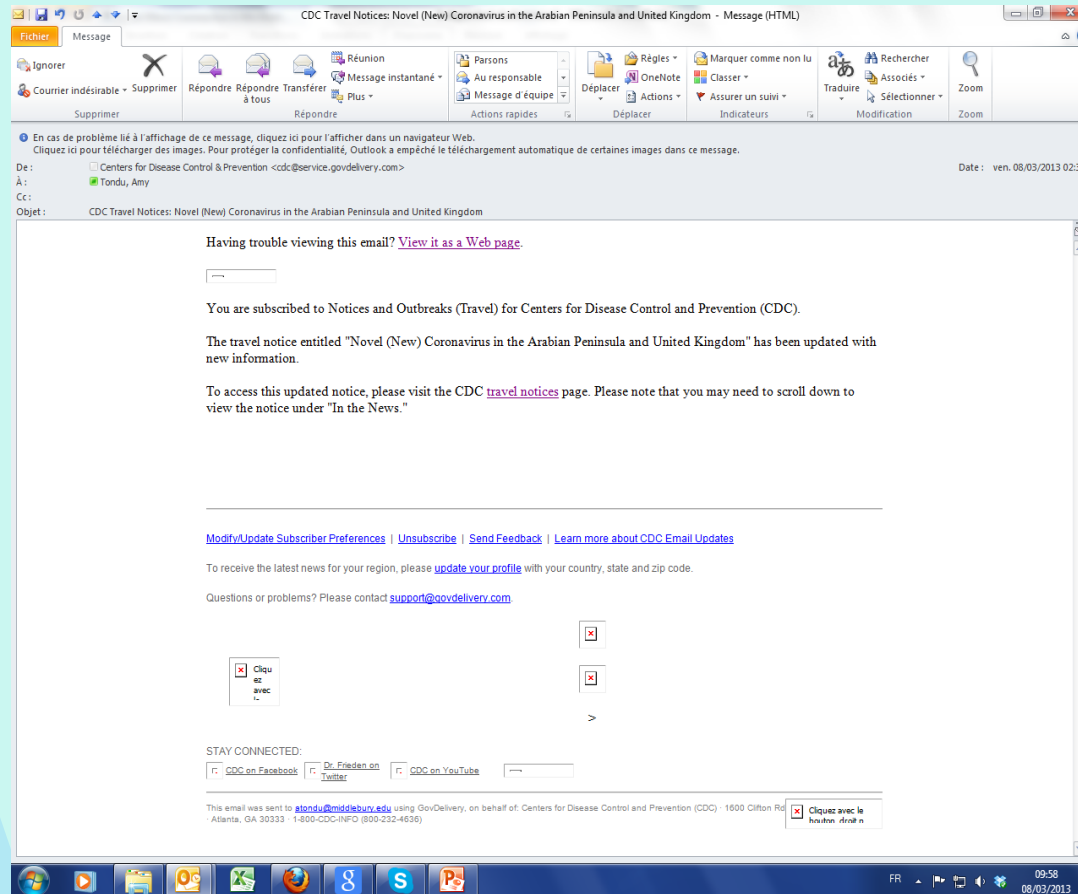
## Example of recent STEP communication:



Also available on : [http://travel.state.gov/travel/cis\\_pa\\_tw/pa/pa\\_4787.html](http://travel.state.gov/travel/cis_pa_tw/pa/pa_4787.html)

# Part I Precautions: What we can do for students

## Example of recent CDC communication:



To sign up for CDC e-mail updates, go to : <http://wwwnc.cdc.gov/travel/notices.htm>



# Part I Precautions: What we can do for students

REFER TO LOCAL MINISTRY OF FOREIGN AFFAIRS FOR UPDATES, RISKS, AND SUGGESTIONS BEFORE AND DURING TRAVEL.

<http://www.diplomatie.gouv.fr/fr/conseils-aux-voyageurs/>

Alerts →

Country-specific updates →

The screenshot shows the 'France Diplomatie' website with the 'Conseils aux Voyageurs' (Travel Advice) section. The page features a navigation menu with links like 'Accueil', 'Dernières minutes', 'Infos pratiques', 'Conseils par pays', 'Centre de crise', 'Ariane', and 'F.A.Q.'. The main content area includes a red-bordered alert box titled 'Sécurité au Sahel' with text about the security situation in Mali. Below this is a 'Dernières minutes' section with news items for Malaysia (6 mars 2013) and Colombia (5 mars 2013). On the right, there is a 'Conseils par pays' section with a world map and a 'Suivez-nous sur twitter' button. At the bottom, there is an 'Infos pratiques' section with links for 'Préparer son départ', 'Législation', 'Assistance aux Français', and 'Risques'.

Up to the minute  
twitter feed

Preparing travel

# Part I *Precautions: What we can do for students*

## COVER HEALTH AND SAFETY ISSUES IN DETAIL DURING ON-SITE ORIENTATION.

### Precautionary measures:

- Protect yourself
- Protect your belongings
- Be vigilant
- Situations to avoid
- Advice for women
- Road travel and street safety (reputable taxis, no hitchhiking, no ride sharing, avoid pickpockets, etc.)

### Steps to take in case of health or safety emergency:

- Whom to contact : local emergency numbers , contact information for program staff members 24/7, etc.
- What action to take: hospital for care, police department to file a report, etc.
- How to find local medical services (via insurance provider, US consulate in Paris or APHP):  
<http://photos.state.gov/libraries/france/5/acs/paris-doctors.pdf>  
<http://www.aphp.fr/>
- Emergency contact number (« ICE ») in students' cell phones

# Part I *Precautions: What we can do for students*

ENCOURAGE A BUDDY SYSTEM FOR TRAVEL.



# Part I *Precautions: What we can do for students*

REQUIRE STUDENTS TO REGISTER ALL  
INDEPENDENT TRAVEL IN THE FORM OF A  
PAPER OR ONLINE « TRAVELOG ».

## Travelog

A written record of the student's travel plans including departure and arrival information, place of stay, who else will be on this particular trip, as well as contact information. We additionally ask students if they accord us permission to communicate this information to their families.

### Sample travel forms:

Name: \_\_\_\_\_

Study Program:      Liberal Arts      Business and Society  
(circle one)      Language and Society      Advanced Liberal Arts  
Teaching Development      International Business and Culture

Travel date(s): \_\_\_\_\_ Destination: \_\_\_\_\_

Travel Itinerary  
(Please provide information regarding each leg of your journey, from the date of your departure from Seville until the date of your return)

Date	Mode of Transport (if plane, please provide flight number)	Departure City	Arrival City	Departure time	Arrival Time

Phone Number and Address where you can be reached in case of emergency:

Name(s) of Person(s) with whom you will be travelling:

Travelog Form

Nous pourrions avoir à vous contacter de toute urgence durant un de vos voyages. Auriez-vous la gentillesse de répondre à ces quelques questions ?

Votre nom: \*  
\_\_\_\_\_

Email: \*  
\_\_\_\_\_

La date de votre départ: \*  
Month  Day  Year

La date prévue de votre retour: \*  
Month  Day  Year

Comment allez-vous voyager? Par train? Par avion? Pouvez-vous donner des précisions?: \*  
\_\_\_\_\_

Allez-vous voyager seul(e) ou avec des amis ? Noms des personnes qui voyageront avec vous: \*  
\_\_\_\_\_

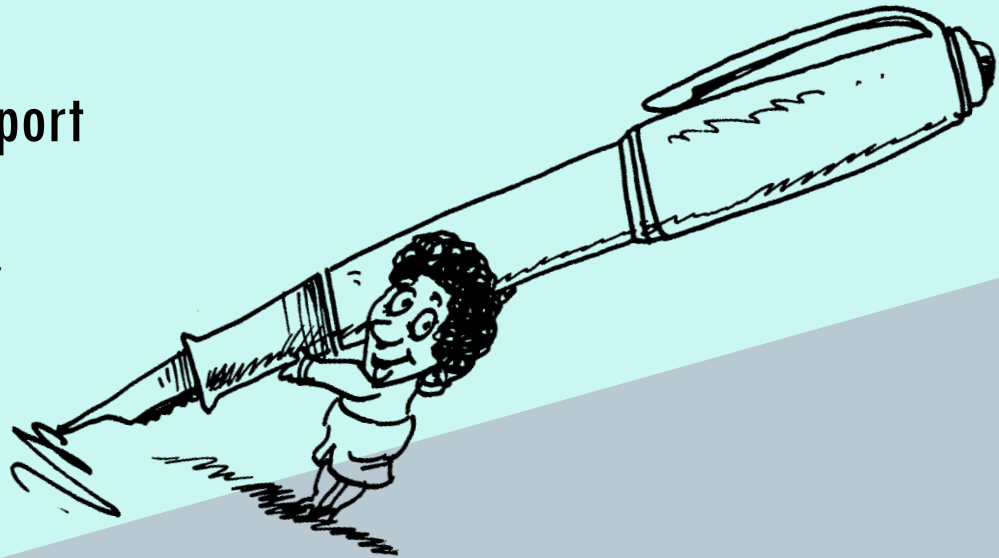
Adresse à destination (pays, ville, hôtel, etc.) et numéro de téléphone, si possible.: \*  
\_\_\_\_\_

Si nécessaire, autorisez-vous le Directeur à transmettre ces renseignements à un membre de votre famille? Qui?: \*  
\_\_\_\_\_

# Part I *Precautions: What we can do for students*

## TRACK INCIDENTS FOR DATA COLLECTION

- **Serious incidents**
  - Via an on-site incident tracking report
- **Follow-up with exit survey questionnaire**



# Part I Precautions: What we can do for students

## RESOURCES

### NAFSA's Responsible Study Abroad: Good Practices for Health & Safety:

[http://www.nafsa.org/uploadedFiles/responsible\\_study\\_abroad.pdf](http://www.nafsa.org/uploadedFiles/responsible_study_abroad.pdf)

*Excerpts from the document outlining the responsibilities of:*

#### **Program Sponsors**

Provide orientation to participants prior to the program and as needed on-site. Develop codes of conduct for their programs. Provide information for participants and their parents/guardians/families regarding when and where the sponsor's responsibility ends and the range and aspects of participants' overseas experiences that are beyond the sponsor's control.

#### **Participants**

Evaluate day to day choices as well as remaining prepared and aware at all times. Understand and comply with the terms of participation, codes of conduct, and emergency procedures of the program.

#### **Parents/Guardians/Families**

Engage the participant in discussion about travel plans, risks, and emergency procedures related to living abroad. Obtain and carefully evaluate participant program materials, as well as related health, safety, and security information. Be responsive to requests from the program sponsor for information regarding the participant.



# Part I *Precautions: What we can do for students*

## RESOURCES

The Forum on Education Abroad's *Standards of Good Practice for Education Abroad*:  
<http://www.forumea.org/standards-standards.cfm>

### Section 8

**8. Health, Safety, Security and Risk Management:** The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.

- a. The organization considers health, safety, security and risk management in program development.
- b. The organization focuses continuous attention on health issues for program students, faculty and staff.
- c. The organization ensures continuous attention to the safety of students, faculty and staff at all locations, with particular attention to safety issues in more dangerous locations.
- d. The organization maintains adequate insurance coverage and conducts regular risk-management review involving appropriate training and personnel.
- e. The organization is knowledgeable about and complies with applicable laws and regulations.
- f. Risk assessments are conducted as part of the development process for new programs to evaluate and mitigate potential risks prior to the commencement of the activity.

# Part I *Precautions: What we can do for students*

## RESOURCES

**SAFETI** The SAFETI Consortium is made up of colleges and universities that are committed to health and safety for study abroad. This includes a commitment to sharing study abroad health and safety resources through the SAFETI (Safety Abroad First - Educational Travel Information) Clearinghouse at the Center for Global Education.

<http://www.globaled.us/safeti/>

The SAFETI (Safety Abroad First - Educational Travel Information) Clearinghouse Project creates and disseminates resources to support study abroad program development and implementation, emphasizing health and safety issues. It is funded through support by FIPSE (the Fund for the Improvement of Postsecondary Education) of the U.S. Department of Education. It is a part of the [Center for Global Education](#).



# Part II

## *What students can do*



Although we would love to, there is no way to monitor or foresee our students' decisions and actions when traveling. We can only prepare them and collaborate with them to the best of our capacities, with the greatest hope that students will act responsibly.

# Part II *What students can do*

## Before

I'd love to do all those things from my favorite college movies but it turns out they're felonies.

someecards



## After

### Register travel

Fill out travel information form. Have contact info for destination.

### Share travel plans

With school, family, and friends.

### Consider alternative perspectives

Understand there are differing points of view concerning gender roles, religion, politics. Try to be as informed as possible before traveling. Understand that a smile or hello is not the same as a college campus. Being extra friendly might invite unwanted attention.

### What to pack/how to dress

Maybe that bedazzled onesie should stay behind.

### Staying safe

Use common sense above all. Keep an eye out around you. Make sure you feel comfortable but always aware. If something seems fishy, it probably is—trust your gut. MALE OR FEMALE, do not walk alone at night.

### Transportation options

Wear a helmet if on a two-wheeler. Paying a little extra once in a blue moon for a safer ride is priceless.

### Street smarts

Remember your belongings and stay mindful of them. Do not carry everything with you at once, make copies, and consider your back pockets decorative. Also note Americans tend to speak more loudly; in efforts not to attract uninvited interest, speak low.

# Part II *What students can do*

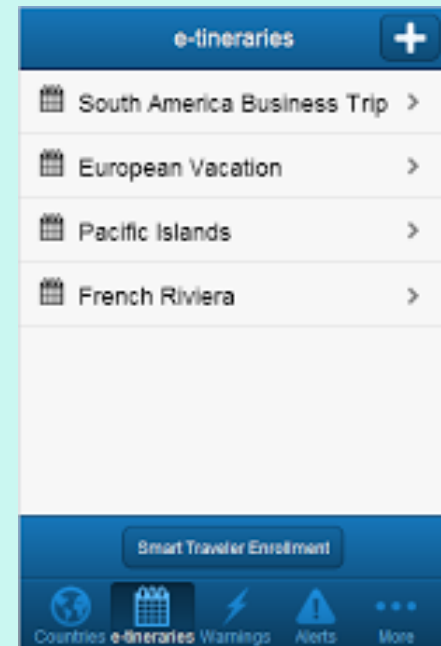


## COMMUNICATE!

INITIATE AND SUSTAIN A DIALOGUE WITH THE PROGRAM, FAMILY, AND PEERS.



# Part II *What students can do*



## STAY CONNECTED!

**DOWNLOAD « SMART TRAVELER » IPHONE OR ANDROID APPS:**

<http://itunes.apple.com/us/app/smart-traveler/id442693988?mt=8>

and

[http://play.google.com/store/apps/details?id=gov.state.apps.smartravel&feature=search\\_result#?t=W10](http://play.google.com/store/apps/details?id=gov.state.apps.smartravel&feature=search_result#?t=W10)



# Part II *What students can do*

## CONDUCT RESEARCH

on the country they plan to visit.

## ASSUME RESPONSIBILITY

for their actions.

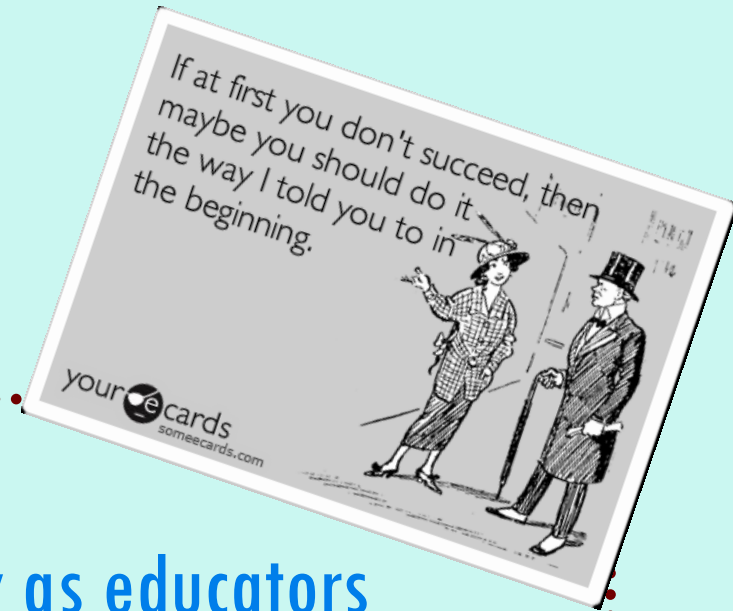
## BE SMART

when choosing cultural activities.



# Part III

## *Empowering our students*



- Are we bridging our responsibility as educators with our students' taking responsibility for themselves?
- Can we imagine strategies for training "smarter", student travelers?

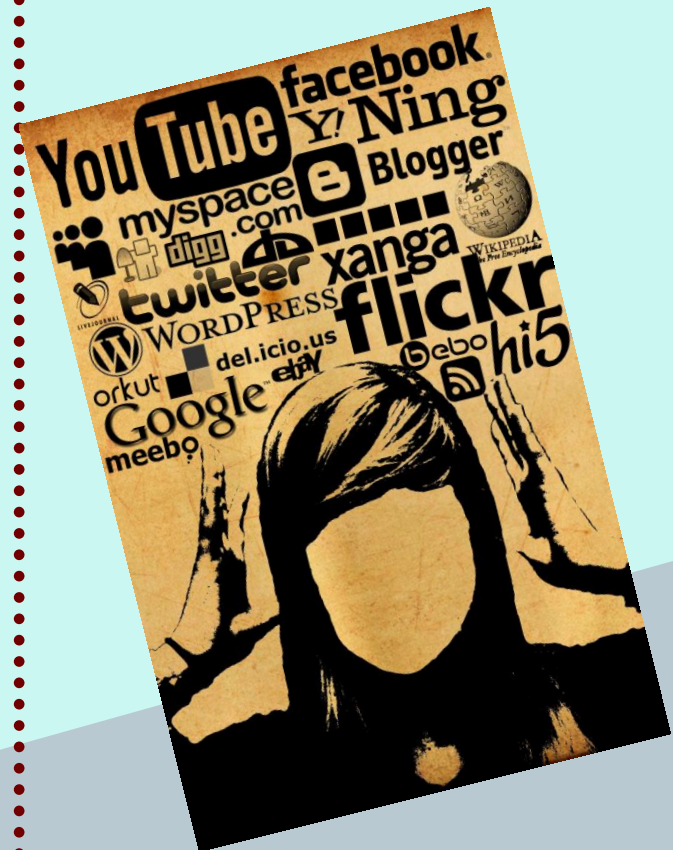
# Part III *Empowering our students*

Host-country orientation sessions are informative, but insufficient if your students travel widely.

Offer orientation sessions, and/or related coursework in intercultural communication & competence:  
in order to create a framework for interpreting culture.

We are in the digital age of Web 2.0:

our students are natives in “creating knowledge” and more receptive to listening to one another than to their RD. Let’s train them to use it wisely! (YouTube, Travel Apps....)



# Part III *Empowering our students*

## COURSES AND/OR PROGRAMMING IN INTERCULTURAL COMMUNICATION & COMPETENCE

Examples in *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It*:

- University of the Pacific: Comprehensive Intervention for Intercultural Learning
- AUCP — American University Center of Provence
- MAXSA Research Project — University of Minnesota
- Willamette & Bellarmine Universities
- CIEE: Seminar on Living & Learning Abroad



# Part III Empowering our students

## FRAMING INTERCULTURAL COMPETENCE\*

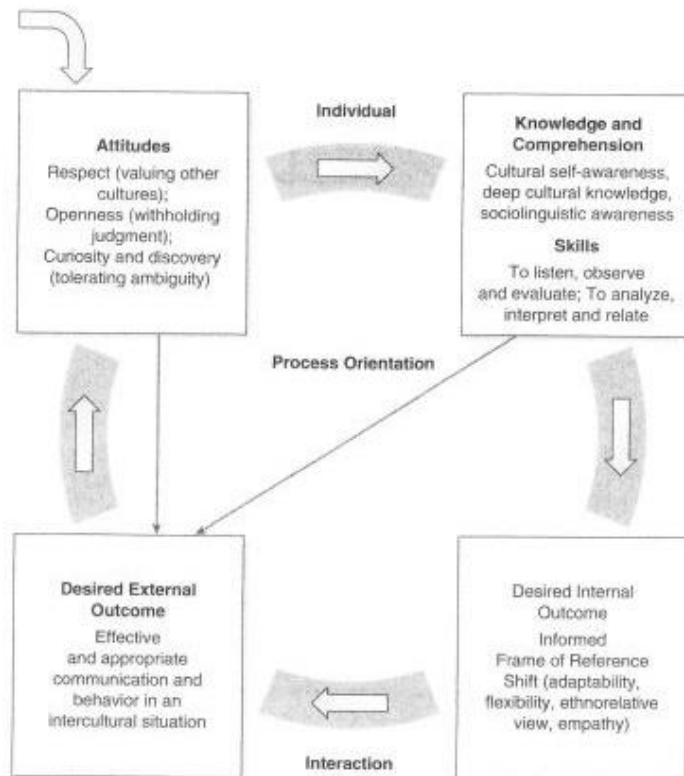


Figure 28.2 Process Model of Intercultural Competence

SOURCE: Deardorff (2006)

NOTES:

- Begin with attitudes; move from individual level (attitudes) to interaction level (outcomes)
- Degree of intercultural competence depends on degree of attitudes, knowledge/comprehension, and skills

## Key ideas

- Respect
- Tolerating ambiguity
- Withholding judgement
- Cultural self-awareness
- Deep cultural knowledge

\* Deardorff, D.K. (Ed.). *The SAGE Handbook of Intercultural Competence*.



# Part III *Empowering our students*

## EXAMPLE: AN ORIENTATION ACTIVITY FOR FACILITATING OBJECTIVITY, INCREASING CULTURAL SELF-AWARENESS

### Activity

- Ask students to consider the image
- Ask students to tell you something about the image
- List answers in three, untitled columns on the board (description, interpretation, evaluation)
- Propose an alternative interpretation of the image
- Emphasize the extent to which our culture informs our perception
- Ask students to talk about personal experiences in host country



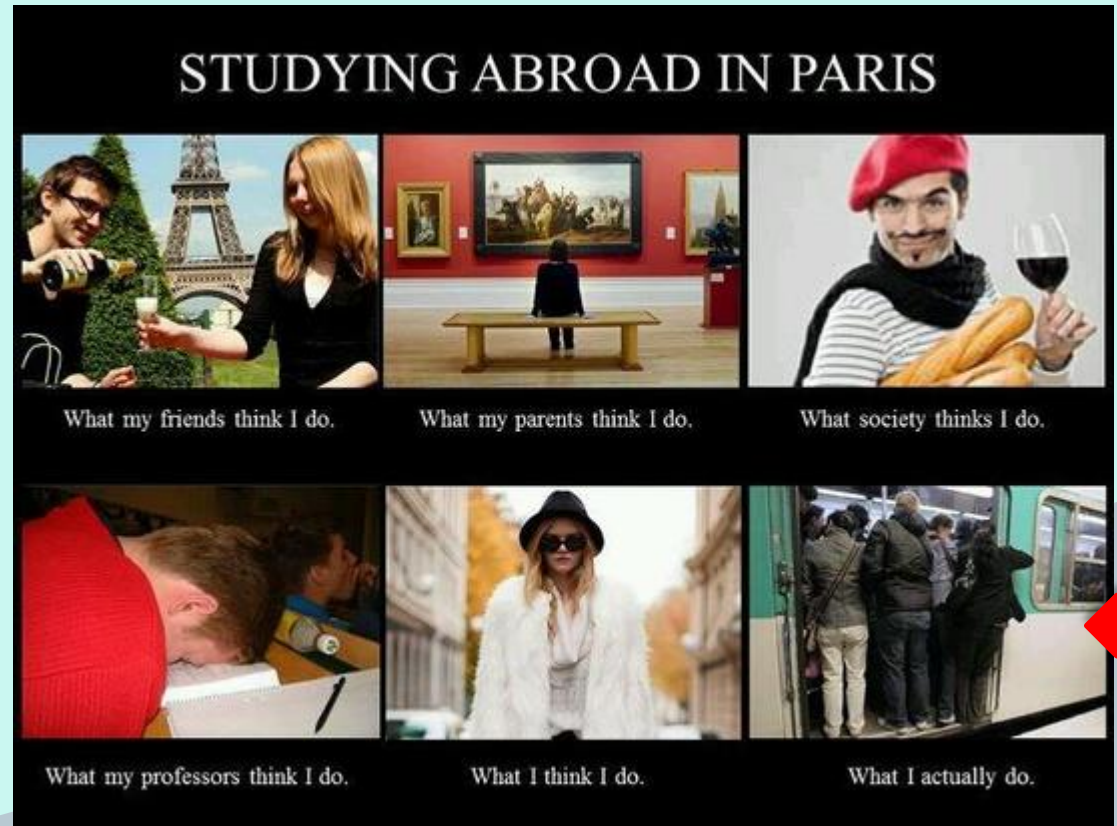


# Part III *Empowering our students*

## EXAMPLE: AN ORIENTATION ACTIVITY FOR FACILITATING OBJECTIVITY, INCREASING CULTURAL SELF-AWARENESS

### Activity (works better in urban context)

- Ask students to share experiences in space
- How does it make them feel?
- High population density results in high-sensory involvement\*
- French are sensually involved with one another\*
- Evoke notion of ego: Urban architecture & cars in France vs. US
- Ramifications of ego elsewhere: Arab world, Germany\*



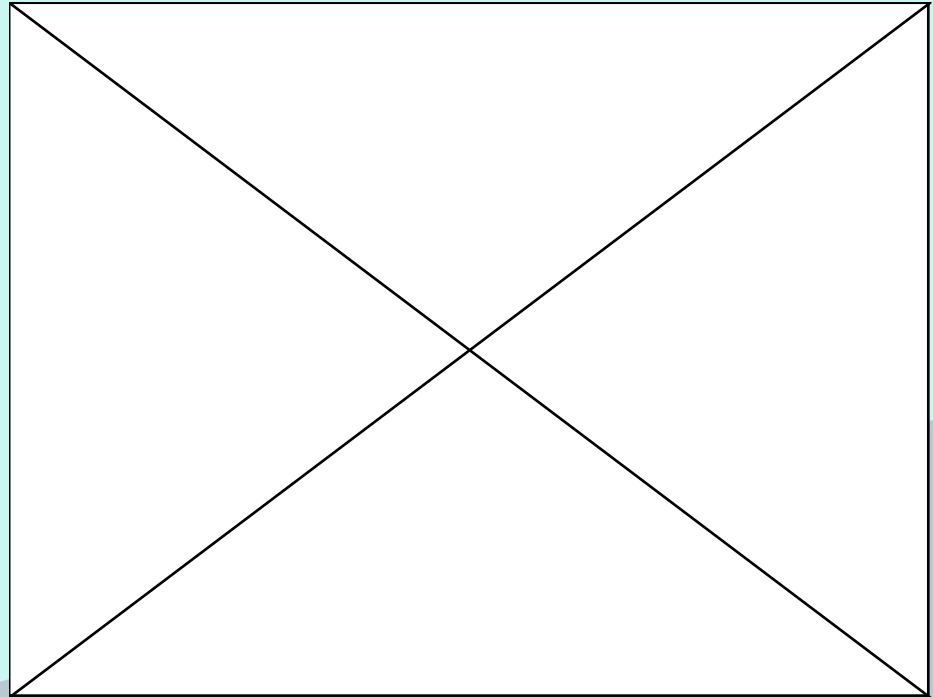
\*Hall, Edward T. *The Hidden Dimension*. Anchor: New York, 1966.

# Part III *Empowering our students*

## EXAMPLE: AN ORIENTATION ACTIVITY FOR FACILITATING ETHNORELATIVISM

### Activity

- Have students watch video
- Write down some of the key ideas from the monologue
- Ask them to evaluate the advice they are hearing
- Are they able to identify ethnocentrism in the speaker's words?



# Part III *Empowering our students*

## EXAMPLE: FACILITATING DEEP CULTURAL KNOWLEDGE, INTERCULTURAL REFLECTION THROUGH COURSEWORK

### French Civilization & Culture

- Maintain cultural learning
- Incorporate critical thinking skills
- Push students to develop attitudinal (frame-shifting) and behavioral (code-shifting) skills

#### **Learning Objectives**

##### Disciplinary and Cultural Knowledge Skills (Cognitive)

- Identify and list chronologically the main events, personalities and periods in French history as related to course themes
- Account for the particular role Paris plays in shaping French history and memory
- Describe the major institutions of French government, society, media & culture
- Explain how historical forces shape contemporary French institutions and society
- Classify the principal administrative elements of the French state, both metropolitan France and overseas departments and territories

##### Critical Thinking Skills (Oral and written)

- Apply targeted conceptual tools of cultural studies to the process of developing personal intercultural strategies and sensibility for engaging with the host people
- Use standards of critical thinking when analyzing political, social and economic actors
- Exploit local and international scholarship to inform your knowledge of French culture

##### Attitudinal Skills (Affective)

- Develop and convey empathy for the host people's attitudes towards their past
- Value cultural studies as an approach to learning about cultural differences
- Generate an insightful perspective towards French culture
- Demonstrate cognitive flexibility when encountering cultural differences

##### Behavioral Skills

- Use knowledge of French culture to improve communication with local contacts
- Acquire and use effectively lexical skills for communicating key course-related concept with people from host culture
- Stimulate active and relevant class discussions on key course concepts
- Synthesize course concepts in a quality academic research paper

# Part III *Empowering our students*

## EXAMPLE : FACILITATING INTERCULTURAL REFLECTION THROUGH JOURNALING/BLOGGING

### Excerpts from student blog

- **Skills** (observation, interpreting, respect, openness): « It did not shock me that he spent the first forty minutes of the flight staring aimlessly out the window because from my experience thus far, it seems Parisians do not usually strike up conversations with strangers. »
- **Attitudes** (openness, curiosity, discovery & interest): « ...on my second night in Spain I invited Paul Arthur to dinner with my friends at a local tapas restaurant. ... Although this encounter did not take place in a typical French setting, it did not diminish from the experience since our 'cultural' ideas were easily expressed due to the neutrality of the space. »
- **Internal/external outcome** (flexibility, ethnorelative view, appropriate communication, effective behavior in an intercultural situation): « At first, this statement insulted me because I felt that my culture and taste in music was being personally attacked. However, in an attempt to understand where the difference in our cultural belief stemmed from, I took a moment to process this situation again. From an intercultural perspective, culture is something that is shared by a community. When thinking about the idea of American culture, it is difficult to reduce our culture to one clear definition. ... Being French, Paul Arthur references his culture from the perspective of 'La Culture' ».

# Part III *Empowering our students*

## RESOURCE : FACILITATING INTERCULTURAL REFLECTION THROUGH JOURNALING/BLOGGING

Wagner, Kenneth and Tony Magistrale. *Writing Across Culture: An Introduction to Study Abroad and the Writing Process.*

- Culture Shock and the Intercultural Experience
- Writing as a Mode to Learning Culture
- Antidotes to Culture Shock: The Analytical Notebook
- Interpreting Culture: Sara's Analytical Notebook
- Researching Culture: Writing for an Academic Audience
- Cultural Change and Personal Diversity

I want my friend's blog to have just enough typos and bad grammar to make my blog look good.



someecards  
user card

# Part III *Empowering our students*

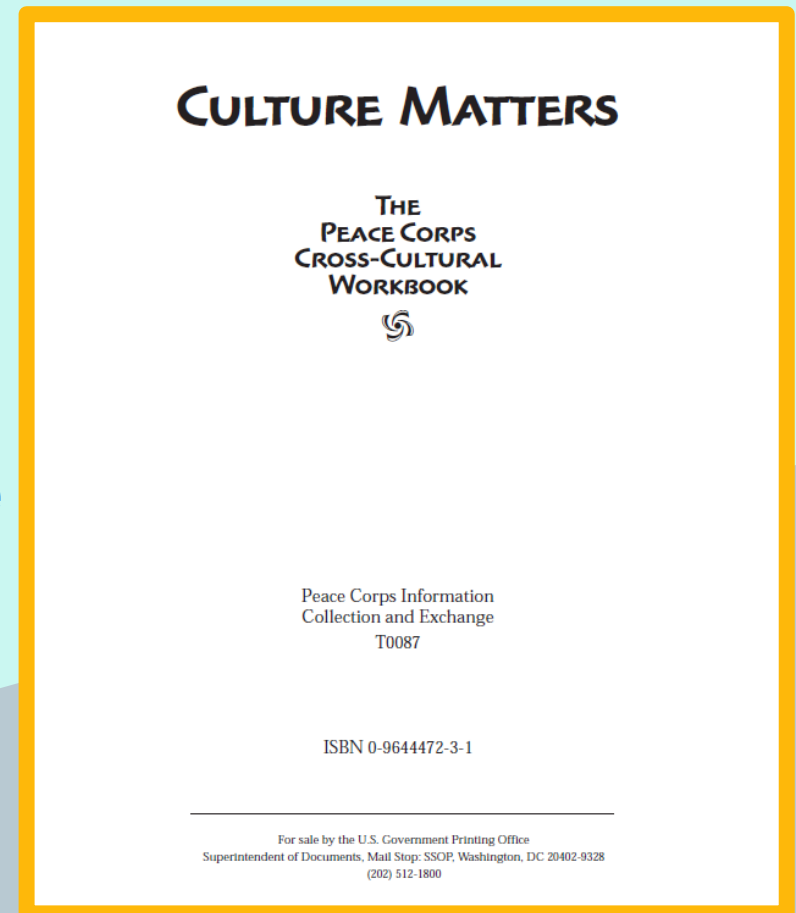
## ADDITIONAL ADMINISTRATIVE RESOURCES

### Culture Matters - TOC

- Understanding Culture
- Concept of Self
- Styles of Communication
- Culture in the Workplace
- Social Relationships
- Adjusting to a New Culture

### Culture Matters — Fundamentals of Culture

- Concept of Self
- Personal vs. Societal Obligations
- The Concept of Time
- The Locus of Control
- Comparing American & Host Country Views





# Conclusion

## Things for *students* to remember:

- You are an exotic beautiful shining star-just blend in.
- If your family could accompany you on a side car, they would. Inform them about your travels.



## Things for *educators* to remember:

- No matter what you do, adventure and chance are totalitarian dictators who have more authority than you.
- Our job is making sure the students are well-informed, aware, and use the sense with which they were hopefully born.

If not...

fnac.com On ne peut qu'adhérer DVD et Blu-Ray OK Mon C Aide

Érotisme Livres Kids, Jouets Musique DVD Jeux vidéo Informatique Photo TV, Vidéo Son, hifi Télépho Ebooks, Kobo Puériculture Blu-ray consoles Tablettes caméscopes Home cinéma lecteurs MP3 GPS

**Taken - Taken 2 Coffret**

Pierre Morel (réalisateur), Olivier Megaton (réalisateur) - DVD Zone 2 : Paru le 6 février 2013

Avec Liam Neeson, Maggie Grace, Famke Janssen

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~~24 €99~~

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Livraison express, encore 2h06 pour être livré **samedi 16 février** (?)

MAGASIN

Consulter le stock de votre FNAC (?)

Réalisateur (s) **Pierre Morel, Olivier Megaton**

Acteur (s) **Liam Neeson, Maggie Grace, Famke Janssen**

# Appendix

## [Re]sources

### Government websites

<http://travel.state.gov/>

<http://studentsabroad.state.gov/>

<https://step.state.gov/step/>

[http://france.usembassy.gov/usc\\_focus.html](http://france.usembassy.gov/usc_focus.html)

<http://wwwnc.cdc.gov/travel/>

<http://www.diplomatie.gouv.fr/fr/conseils-aux-voyageurs/>

### Study abroad

Forum on Education Abroad: *Standards of Good Practice* <http://www.forumea.org/standards.cfm>

NAFSA: *Good Practices for Health and Safety* [http://www.nafsa.org/uploadedFiles/responsible\\_study\\_abroad.pdf](http://www.nafsa.org/uploadedFiles/responsible_study_abroad.pdf)

SAFETI: <http://www.globaled.us/safeti/>

# Appendix

[Re]sources

## Medicine-Generic Equivalents Abroad

[http://www.accessdata.fda.gov/scripts/cder/drugsatfda/index.cfm?fuseaction=Search.SearchResults\\_Browse&DrugInitial=A](http://www.accessdata.fda.gov/scripts/cder/drugsatfda/index.cfm?fuseaction=Search.SearchResults_Browse&DrugInitial=A)

## Intercultural Learning

Deardorff, D.K. (Ed.). *The SAGE Handbook of Intercultural Competence*

Hall, Edward T. *The Hidden Dimension*

Vande Berg, M., R. M. Paige & K. H. Lou (Eds.). *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It*

Wagner, Kenneth & Tony Magistrale. *Writing Across Culture: An Introduction to Study Abroad and the Writing Process.*

# Questions

