Why "Integration" is the wrong word:

Comparing French and US Study Abroad perspectives towards solutions for viable international educational inclusion and cooperation.

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For our students?

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- A student from _____ is enrolled in regular undergraduate courses and **integrated** into the student body and host culture.

A French view regarding social integration of foreigners (i.e. foreign students)

A four part typology

1. **Structural integration** vis-a-vis the host country's institutions

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4. **Integration of one's identity** which is often a work in progress

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2 different socio-cultural and institutional ethos …

French

- Higher educational ethos based on **low fee paying, adult students**
- Students **do not expect to interact personally** with instructors
- **Individually** arranged/assigned housing and activities

US

- Higher educational ethos based on **student services**
- **Instructors are** available to students
- **Campus Life**: collectively arranged residence & activities

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- **English** as social capital (Dewey et al, 2014)

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- …to **integrate** study abroad into the students' four year plan of study to the fullest extent possible

Break-out Discussion groups

10 min discussion

5 min report back

Is "integration" a word used in your institution? If so how is it used? For what purpose?

How to academically integrate study abroad …

- Redefine internationalization of US campuses beyond Study Abroad as a parenthesis, connections to coursework
- Develop faculty and staff exchange with study abroad advisors and offices connected with our campuses.
- Encourage study within a discipline/major to expand student views on topics.

How to best prepare for social inclusion for US students

..

- Clearly communicate program missions and goals including language immersion
- Review US student expectations: autonomy, responsibility & engagement
- Examine local social practices to find inroads.

US student 'buffer zone'?

- …providing **meaningful community integration** is very often a **stated objective** of education abroad programming. Delivering on this objective is **increasingly difficult** as programming design and student engagement activities may actually **shield or widen the buffer zone** of student contact with the host culture.

OGDEN, A. (2008) *A view from the veranda.* Frontiers Journal p. 41

Efkharisto,Merci,Thank you!

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