

FORUM ON EDUCATION ABROAD

3rd European Conference LIVING CHANGE : EDUCATION ABROAD IN 21ST CENTURY EUROPE



ABOUT THE CONFERENCE

Europe is ever-evolving, redefining itself as a community of nations, as a shared economic entity, as a source of common cultural capital. Contemporary Europe is facing enormous pressures of social, political and financial crises, to an extent not witnessed since World War II. U.S. students confronting this moment in European history are living through a time of change and transformation.

The theme of The Forum on Education Abroad's 3rd European conference explores how U.S. education abroad defines Europe, and how European education abroad partners define Europe to visiting U.S. students, so that students may appreciate the past, understand the present and anticipate the future of the most popular education abroad

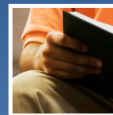
REPORT

CONFERENCE SESSIONS



Thursday, October 6, 2016
Global and Europe in Madrid; Milton Bennett on Learning from EU ID Crisis; Closing of the SA Mind

2 and 5



Friday, October 7, 2016
Do I Really Have to Speak French - Internships in EU; Ethics and Volunteerism; 21st C Trends in Study Abroad in Europe

3,4,5

PLENARY AND ATHENS



Plenary speaker Anna Diamantopoulou : "A strong European Union and Education are the future to avoiding another war."

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Athens photos
APUAF in Athens

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*2016 is the UNESCO Year of Aristotle
Athens, le birthplace of democracy.*



Report on Thursday, October 6, 2016 sessions

8:45 am "How Can We Embrace All of Europe, and Provide a Truly Global Cultural Environment in One Study Abroad Location?"

Anjouli Janzon (Universidad Autónoma de Madrid); Irene Martin (Universidad Autónoma de Madrid) Our colleagues undertook a small study of how US students in a Spanish culture, civilization, and language learning program at the Universidad Autónoma de Madrid perceive Europe and how this perception is altered over time due to the influence of views expressed by fellow European, Asian and Spanish students. Their task was to take their students out of their comfort zone, discourage a US bubble (60% of courses taken in the civilization program and 40% taken with Spanish students at the uni), provide guidance to more organic learning experiences, and create mixed groups. At the beginning an online IDI test and face to face interviews were used to measure intercultural development;

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Accepting and being able to imagine a world of conscious bicultural people who can be aware, become agents and spokespersons, and are consciously able to switch perspectives...

(Milton Bennett and Ida Castiglioni)

10:45 am "Intercultural Learning from the Crisis of European Identity"

Milton Bennett (Intercultural Development Research Institute); Ida Castiglioni (University of Milano Bicocca)

This session began by underlining the issues in Europe students encounter : "reeling from migration, asylum seeking, and threats of terrorism, generating raw emotions (hate) and conflicting arguments about what it means to be European." Programs can incorporate the current European experience into a deep consideration of global citizenship. Bennett underlines that "50% immersion of US students in Europe means they are not fully immersed but are

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Plenary speech on Thursday, October 6, 2016: Anna Diamantopoulou



We are at a crucial turning point in history...the democracy of education for all is the future.

In "Education as the Connecting Virtue between Nations and People", Anna Diamantopoulou, who undertook the biggest reform of the Greek university system in its history as the Greek Minister of Education from 2009-2012 told us "the pursuit of happiness is unique to the US Constitution but it is a lifelong pursuit of most people all over the world". She emphasized the disparities between southern and northern hemisphere populations, using the Human Development index as a measure of quality of life across the globe, showing the migration of populations and the ensuing crisis, the shift of the Earth's "economic gravity" from Europe to the US, which will move on to Asia in 2025. Education and developing social and emotional learning skills in the 21st century will help advance students towards solving the EU's problems. The dilemmas of immigration, Brexit, terrorism, the rise if the far right, is

suite page 5

Fri., October 7, 2016



Do I really have to speak French? Articulating and Assessing students' personal and professional development, cultural exchange and the importance of Language within the Context of Academic Internships in Europe

Our APUAF colleagues Jon Hutchinson (EUSA – Academic Internship Programs); Céline Garelli (SUNY Oswego); Amy Tondou (Middlebury College) explained their best practices in academic internships through EUSA's PILOT (Personalized Learning Objective Toolkit") program. The aims of fostering mutually beneficial exchange between U.S. students and the host of student interns in Europe was effectively shown through innovative video interviews of student interns and their intern mentors embedded in the ppt presentation.

Intern mentors spoke about the different ways their interns impact their activity, "a big ripple effect". Reciprocity is an important aspect to take into consideration in a SA intern program. Students spoke on video about their mindful self-evaluation and articulation of cultural understanding processes of the host culture and their own cultures as they used the PILOT method. Using the list of skills assessment, students (and supervisors) can reflect on and assess integration and impact of the intern on the host culture. Continual referral to the list of skills is a useful tool for interns to self assess personal, academic and professional skill development, and resolve issues surrounding the work environment.

What makes the internship "academic", the scholarly reflection, number of hours of interning activity, course credit, assignments and evaluations in the Middlebury and SUNY Oswego program were presented.

The question of interns' language level in the host language, and the effects of lower-intermediate to advanced language skills on an internship placement were deftly illustrated by three different student testimonies on film. Linguistic skill is a means to an end in an internship (and not an aim in and of itself) and a tool to develop an open mind and open doors. Ease in the host language allows for smoother social contact and better exchanges in the workplace. The conclusions seem to be that it is better to have the language skills ahead of placement, but an intern esp. with lower level or no language skills should take parallel language courses; the internship improves the student's language skills immensely. Superior language skills are not, however, enough to integrate effectively. Hence the importance of transversal skills interns must mindfully develop, which they realize will serve them in their future professional lives.

(Suite from page 2 Bennett)

shifting perspectives, back and forth from the country they are learning in to what they are learning about their own perspectives."

The metaphor of "global citizenship" as the outcome of a successful study abroad experience in the EU context is not clear. A conscious experience, using critical thinking (the base of a liberal arts education) where students are able to reflect what is going on will help them understand not only "the beautiful" picture postcard of Europe. Those coming to see the beauty will also need to grapple with the changing face of a Europe in economic crisis such as Spain, Greece, and other countries that are still struggling, war refugees and civil unrest, environmental migrations, economic disparity as seen in the streets."

What is unfamiliar to us is subject to easy manipulation (by media, by demagogues). "We can reframe our fear to avoid hatred and create dialogue. It is our ethical responsibility to reframe this for our students, first by arranging careful contact, which is likely to reduce prejudice and generate empathy. At the end of the session the room did an exercise in small groups based on Aesop's fable "The Porcupine and the Moles" where issues of living together were examined, and possible solutions were largely shared.

How Can We Embrace All of Europe, and Provide a Truly Global Cultural Environment in One Study Abroad Location? **(suite from page 2)**

intercultural development workshops were held over the semester among the international students (US, Chinese, Turkish, German, Russian, Scottish) in the civilization program, an event and mentoring program with Spanish students developed, and final IDI interviews were held. US students said they learned most exchanging with the other international students on their views of Europe and not just Spain as students from different backgrounds experience the EU and Spain differently. The professors guided class discussion to include all students' perspectives of how Spain and the EU is not the same for each one depending on their background.

Conclusion: An international students program or track within an institution whose structure is parallel to the mainstream student experience, (ie not total immersion or direct enrollment) can offer an enriching exchange amongst the internationals whose views on Europe and Spain influence the perceptions of US students if deliberate programming is put in place to work with students on their intercultural development through skills and perception testing, workshops, guided classroom discussion, and events and pairing with the local students changed the US students' perspectives, gave them a better sense of EU nationalities, and how the US shaped themselves and their views.

EXPANDING THE ETHICAL RESPONSIBILITIES OF SERVICE LEARNING:

Additional Considerations for Best Practices

"Volunteerism" implies organizations and is a **culturally specific endeavor**. "Philanthropy" is not structured, it is Greek for friend, human being. "Ethos" is Greek for ethics, customs or usage, character. This session examined best practices in "help offered to our fellow people in international volunteering", specifically by SA students in Greece. CYA uses a framework to guide these non credited opportunities: the rights and responsibilities of the volunteer, how to be realistic and informed, present to the people, trying to understand where they are coming from, showing respect and integrity, focusing on positivity and courage, signing of a morality and volunteer code of conduct. The second half examined how to teach via a cultural anthropology academic course concurrent with service or volunteer activities. The student volunteer is a self-subject of study. Students are lead in exercises in self-evaluation of ethnocentricity, self-reflective journalism, activities and readings on motivations, institutions, ideologies, and brainstorming. Expectations and frustrations are framed and examined. It is clear that a framework and guided reflection are necessary best practices in service learning and volunteerism in Study Abroad.



Frustration as a positive thing

"When I feel bad= I have expectations and feel frustrated. This is a good thing, an opportunity. I learned something about my cultural expectations and about Greece; it is not a critique of Greece but an understanding."



Plenary Anna Diamantopoulou (suite)

the next historical phase for the planet as a whole. The future of the European Union is at stake. Diamantopoulou believes that more Europe not less, despite its imperfections, is the answer for the future. Students visiting and studying in the EU must understand the main EU institutions, which are not like a federation of states in to one nation, as in the US. An "overview of EU institutions" will help US students understand the unique national states and the European Union framework. She encouraged education to break down stereotypes she has encountered in mid career public policy students ; "The US view of the EU as a big tourist park and football (soccer) stadium and the US viewed by Europeans as full of big stars and represented by Facebook." On the one hand, she outlined the challenges of the refugee crisis, the US elections, ("what is going on?!") and extreme populism on both sides of the Atlantic, the danger of demagogues as foreseen by Aristotle, politicians considered an unpopular elite, "the others" as the enemy. She pointed out that "tiny Greece" is the only eastern gateway to the West from Asia and dealing with many issues. These are challenges today. How to deal with this? Diamantopoulou "hopes, believes, and prays..the only way is more Europe. The European Union institutions, the EU council and commissions will be strengthened so they can easily take decisions and move forward. I will fight for this", she said. "We are at a crucial turning point in history, with the economic center and labor market moving from west to east. In what direction are we going - towards a final solution of war (the god Mars?) or towards wisdom and peace (as represented by the goddess Athena)? The enlightened individuals, students, and the democracy of knowledge for all give hope for the future."



Education Abroad in 21st Century Europe: Living change or swimming in the shallow end?

Melody Knutson, (UCEAP) Dorothee Mackowiak (Freie Universität Berlin International Summer and Winter University); Robert Sherratt (U Jean Moulin Lyon III); Carole Vliers-Andronico (University of California, Paris Study Center)

Three presentations of programs not in the traditional models of immersion or direct enrollment of US students in EU institutions, which were created to accommodate recent US trends in bringing underserved and new students to SA, from the U of California system since it has abolished the foreign language requirement on campus. The trends in UC programs are language schools, faculty led sessions, and short island programs in two cities. The session question "How do these programs help students meaningfully engage with salient and topical issues in mutli-cultural Europe" remains to be determined and evaluated.

Thurs., October 6

"The Closing of the Study Abroad Mind" William T Hyndman III (Florida A&M); David Puenta (ISA); Daniel Schuval (Bar Ilan University)

(Since the session description did not accurately describe the full content of this session, what follows are direct quotes taken from my partial notes from the session.) "Do we have a right? Politics, Students, and Study Abroad. We hope students will adapt and understand, we consider ourselves tolerant as administrators, we think of ourselves as broadminded. Brexit, US presidential elections...how far does this go? How in the field have we reacted and talked to our students about people who think differently than us? We cannot dismiss the opinions of our students. We cannot ridicule the opinions or dehumanize those that do not agree with us. Do we encourage our students to reach out to a church/congregation? As a person of faith, do we as a field feel that Catholics are not "intellectual"? Do we talk to students about the role of the Catholic church in France? Do we visit one on a Sunday? Do we discuss reality that goes back to faith and the church? Do we discuss the FN elections in 2002 as "just racist"? Do we ask why, what is it about that message that attracts (people) to them? We are doing a disservice to our students if we dismiss discourse. US students seek the truth. They are uncomfortable with others who do not feel like they do. In politics and religion we only discuss values that mirror our own. Conservative speakers are disinvited from campuses. There is not a full range of opinions. US higher education has a desire to know. Teach not just what we agree but teach that with which we disagree. This is the challenge we face, students don't know their own culture. They don't know the bible which serves as art references. How to serve liberal students and politically conservative students. As professionals politics are soft pedaled and dissolved as "culture", the uncomfortableness of politics." "Politics as a threat to be avoided. Different matrix for moral reasoning between the liberal and conservative considerations. <http://www.civilpolitics.org> to promote more balance in political ideologies. Affirmative action for conservatives in the liberal arts? Can't because it is a choice, unlike race. Is Global citizenship if because you don't agree with liberals you are xenophobic and racist?" "What is the subtext of the 'global mind', the ideological mindset behind it? "

Photos from Athens



*We made it to the top of
Mount Lycabetta!*

*APUAF REPORT on the FORUM for EDUCATION ABROAD 3RD EUROPEAN CONFERENCE
LISA FLEURY, OCTOBER 2016*

