

AN INTERNATIONAL EDUCATION MULTIDISCIPLINARY  
CURRICULUM FOR A SHORT-TERM STUDY ABROAD PROGRAM

By

Matthew Frank White

A Thesis Presented to

The Faculty of Humboldt State University

In Partial Fulfillment of the Requirements for the Degree

Master of Arts in Education

Committee Membership

Ann Diver-Stamnes, Professor, Committee Chair

Jayne McGuire, Associate Professor, Committee Member

Eric Van Duzer, Associate Professor, Graduate Coordinator

December 2012

## ABSTRACT

### AN INTERNATIONAL EDUCATION MULTIDISCIPLINARY CURRICULUM FOR A SHORT-TERM STUDY ABROAD PROGRAM

By

Matthew Frank White

Short-term study abroad programs are becoming a more popular option for students of all ages who have varying educational needs. This multidisciplinary curriculum helps students with attention deficit hyperactivity disorder develop their cognitive, interpersonal, and intrapersonal skills while sojourning in an international setting. This is primarily a cross-cultural, language arts based curriculum that enhances the students' social and critical thinking skills to become improved global citizens.

## ACKNOWLEDGMENTS

There are many individuals that I would like to acknowledge for their contributions in the completion of this project. I would like to express the greatest amount of appreciation to my traveling partners Kelly Weld, Kalan Redwood, Liz Crossen, and Jake Weld who played a part in refining this holistic curriculum. Without the foresight, patience, and support of the founders of the Nawa Academy, Dave and Celia Hull, as well as the guidance from the school's principal Jan Kells, our students would never have had the opportunity to travel the world and be active participants in the global community.

I want to provide sincere gratitude to my advisor, instructor, and mentor Ann Diver-Stamnes who not only supported me through this entire process but also inspired me to complete this project. I am also grateful for the additional support and guidance that I received from Jayne McGuire.

I especially want to thank my life partner, Jennifer Knapp, for her unwavering support and love for me throughout this journey. I want to recognize my brother, Erik, and sister, Jenny, for encouraging me to obtain this academic achievement. I also want to provide thanks and praise to my deceased mother, Jean, and father, Frank, who taught me to never stop pursuing my dreams. Finally, I thank all of my friends for the encouragement and additional guidance they provided throughout this experience.

## TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
CHAPTER 1: INTRODUCTION.....	1
CHAPTER 2: LITERATURE REVIEW.....	6
CHAPTER 3: METHODOLOGY.....	32
CHAPTER 4: CONTENT.....	41
CHAPTER 5: CONCLUSIONS.....	62
APPENDICES.....	65
REFERENCES.....	86

## CHAPTER ONE

### INTRODUCTION

Short-term study abroad programs, which range from one week to three months, offer high school students, from the ages of 15 to 19 years old, an opportunity to sojourn in another country and change how they perceive themselves, others, and the world (AFS Intercultural Programs, 2011; Alden & Shames, 2005). Short-term study abroad programs provide participants with an opportunity to grow academically and personally that is unparalleled to that experienced while studying on campus (Chieffo & Griffiths, 2004). Many universities, colleges, high schools, and private companies are promoting short-term study abroad programs in order to provide as many students as possible the opportunity to have an international experience (Spencer & Tuma, 2002). Students prefer this short-term option for it provides the ability to learn in a foreign country and eases their financial constraints and/or social/family obligations (Dessoff, 2009; Santenello & Wolf, 2008; Spencer & Tuma, 2002). It is my experiences with such programs, traveling and teaching abroad, that encouraged me to develop the curriculum that is the content of this project.

The inspiration to develop the curriculum derives from my time spent traveling over the past sixteen years. In 1994, as a recent college graduate, I was drafted by the English Lacrosse Union to coach and play goalie for the Nottingham Lacrosse Club. While sojourning in the United Kingdom, I spent much of my time talking and reading about as well as visiting local historical sites. I was never interested in history when I

was in college or high school because the content I was learning never translated to what I was experiencing outside of the classroom. I recall sitting with my host family at the dinner table discussing England's rich past spanning from the Romans to their contemporary political history. When my seven-month coaching contract ended in 1995, I was inspired to sojourn in other European countries not only to be paid to play lacrosse but to learn about other nations that exist on that continent.

I then signed a three-month contract with the Berlin Lacrosse Club. I was not as inspired to play the game as I was to learn about German history. I traveled to concentration camps and visited a multitude of museums that displayed exhibits that ranged from Egyptology to the Soviet occupation of East Germany. I walked the streets of Berlin amazed at the 50 caliber bullet holes still existing on the buildings from the allied invasion of 1944 as well as stopping at every memorial that represented some part of German history that needed to be remembered. The desire to be an international traveler as well as a life long learner had become engrained in me.

After teaching English for several years in the Eastern Sierra, in 2003 I had obtained what would become my dream occupation with the Nawa Academy, which was to travel the world with high school students who had learning differences. From 2003 to 2010, I sojourned in forty-five international destinations and accrued over 500 days, over a ten-year period, of teaching U.S. students in foreign countries in short-term study abroad programs. It was during that time in which my partners and I collaborated on a curriculum that not only shared our passion for travel and learning but also would help to

develop the interpersonal, cognitive, and intrapersonal skills of our students. Though I worked with five different instructors during that ten-year period, I remained the constant instructor who continually recreated and refined this short-term study abroad curriculum.

During the first couple of years the school's administration, we continually modified the curriculum to best meet the needs of our students as well as incorporate the rich history that each international destination provided. Eventually, an academic routine that incorporated a cross-cultural curriculum that focused on Language Arts while traveling in a group setting was created.

I found that the use of varying texts such as novels, poems, and articles provided our students with a diverse understanding of other cultures while establishing a literary foundation that would prepare them for college (Common Core State Standards Initiative, 2012). Included in this curriculum was the responsibility of students to cite pertinent information when writing essays or providing a presentation (Common Core State Standards Initiative, 2012). Students had to read articles and provide presentations, take notes from those student presentations, and complete a summative test at the end of the lesson. The use of reflective journals was embedded in the reading comprehension assignment.

This curriculum also provided key components to improve cross-cultural awareness during the short-term study abroad experience with the use of home-stays, service learning projects, and language acquisition classes. I incorporated supplemental lessons into the curriculum to enhance the cross-cultural experience.

Using the group process enhances the students' interpersonal skills (Kolb, 1984). The curriculum includes introductory group initiatives that aided in the enhancement of trust and communications between participants. I developed an outline for nightly gatherings which promoted interpersonal dialogue, problem solving, and critical thinking skills amongst the participants. I also used a format for the closing ceremony that allows students to reflect on the short-term study abroad experience as well as an activity to show appreciation for one another.

An example of an end-of-trip student assessment is included with the curriculum as well as an example of how to write an end-of-trip student summary that not only provides positive reinforcement but constructive criticism as well. This provides students with the ability to improve themselves both academically and socially in a cross-cultural environment.

The following chapters include a review of the relevant literature, the methodology I used while developing this project, the curriculum itself, and my conclusions. The literature review is based on the history of short-term study-abroad, key components to successful programs as well as the impact of AD/HD on students on the cognitive, interpersonal and intrapersonal realms. The methods chapter describes how I developed the curriculum and also includes some of the results from a qualitative study that I had from students who had participated in the International Program for the Nawa Academy. The content chapter includes the multidisciplinary curriculum which provides lesson plans for pre-trip activities, critical thinking, and reading comprehension

questions as well as essay and journal prompts for reading texts while sojourning. Other topics included in the content are collaborative learning activities as well as end-of-trip activities and examples of an end-of-trip summary. The final chapter provides conclusions, limitations of the research, and implications for future research.

## CHAPTER TWO

### LITERATURE REVIEW

#### *Introduction*

The president of the Institute of International Education, Allan E. Goodman, while commenting on the 2008 Open Doors report on international education, said, “Many U.S. campuses now include international education as part of their core education mission, recognizing that increasing the global competence among the next generation is a national priority and an academic responsibility” (Dessoff, 2009, p. 22). Today, many schools and universities include an international education component within their mission statement because of a more globalized world, and these institutions recognize a need for their students to achieve global competence (Dessoff, 2009; NAFSA, 2010). Students studying abroad have more than doubled in the last decade with numbers reaching their zenith in 2007-2008 with a total of 262,416 participants (Institute of International Education, 2010).

Although a multitude of options exist for study abroad programs, ranging in duration of one week to a full academic school year, more than 50% of all students prefer the short-term option which encompasses a one week to a three month long period (Cao, 2011; Donnelly-Smith, 2009; Institute of International Education, 2010; Spencer & Tuma, 2002). During the 1996-1997 school year, only 3.3% of students participated in short term study abroad programs compared to 56.3% in the 2008/2009 academic year (Donnelly-Smith, 2009; Institute of International Education, 2010). Short-term study

abroad has exhibited the largest growth in sojourning programs in the last 10 to 15 years and has increased between eight and ten percent over the last five years (Dessoff, 2006).

Short-term programs offer high school students, from the ages of 15 to 19 years old, an opportunity to sojourn in another country and change how they perceive themselves, others, and the world (AFS Intercultural Programs, 2011; Alden & Shames, 2005). Short-term study abroad programs provide participants with an opportunity to grow academically and personally that is unparalleled while studying on campus (Chieffo & Griffiths, 2004). The opportune times to participate in short term programs are during school breaks which are either during the holiday season or the summer (Donnelly-Smith, 2009). These experiences enrich the academic course work that the students have been studying in the classroom with program-related travel (Donnelly-Smith, 2009). Often these programs incorporate home-stays, service learning projects, and travel to multiple sites of interest to enhance the students' global awareness, cross-cultural interpersonal skills, and previous knowledge (Donnelly-Smith, 2009; Hopkins, 1999).

Traditional destinations have included the United Kingdom, Spain, France, Italy, and China, although the number of U.S. students studying in those countries has recently declined (Institute of International Education, 2010). Currently, students travel to less traditional destinations with 15 of the top 25 countries outside of Western Europe and 19 of the 25 being countries where English is not the primary language (Institute of International Education, 2010).

In this literature review, a multitude of topics regarding short-term study abroad programs are addressed, including the history, rationale, participants, potential benefits, and obstacles as well as examples of strong programs and their components.

### *Overview of Exchange Programs*

Exchange programs have existed for over 100 years in the United States with a mission to aid and serve others (AFS, 2011; Orndorff, 1998; Rotary International, 2011). After two major world wars, a transition occurred in the mid 1960s with many exchange programs which created the idea of study abroad programs that promoted cultural exchanges in over 200 countries worldwide (AFS, 2011; Rotary International, 2011). The focus of these exchange programs is to provide vocational experience to young adults in an international setting, immerse students in a cross-cultural experience, provide students with the ability to create friendships in their host country, and provide them with a sense of global understanding (AFS, 2011; Orndorff, 1998; Rotary International, 2011). According to participants, these long-term study abroad programs provide a greater sense of cultural immersion and have a lasting impression on participants' cross-cultural and academic understanding because the length of stay promotes culture shock which in turn promotes the greatest development (Education Dynamics, 2011).

### *Rationale for short-term study abroad programs.*

Many universities, colleges, high schools, and private companies are promoting short-term study abroad programs in order to provide as many students as possible the opportunity to have an international experience (Spencer & Tuma, 2002). Students prefer

this option as well for it provides the ability to learn in a foreign country and eases their financial constraints and/or social/family obligations (Dessoiff, 2009; Santenello & Wolf, 2008; Spencer & Tuma, 2002). Short-term study abroad programs relieve the stress of travel for students and their families who have not studied abroad before (Dessoiff, 2009). These programs also provide the students with an international travel experience without the commitment that a semester or yearlong study abroad program entails (Dessoiff, 2009; Gulleckson, McCambridge & Tucker, 2011).

With the aid of an instructor guiding students through the cross-cultural experience, they develop in the domains of cognition, interpersonal skills, and the intrapersonal or the understanding of self (Alden & Shames, 2005; Gardner, 1983; Hopkins, J., 1999; Richard, 2000; Spencer & Tuma, 2002;). Through a structured approach that is woven into the fabric of the curriculum, these programs enhance the students' intercultural knowledge, intercultural communication skills, and global perspectives (Gulleckson, McCambridge, & Tucker, 2011). These programs cater to those who want to enhance their classroom studies within the context of an authentic learning experience (Hopkins, 2004).

*Short-term study abroad target participants and their characteristics.*

Short-term study abroad programs have traditionally been homogeneous with 81% of participants being middle to upper class European Americans (Dessoiff, 2006; Open Doors, 2010). Of that total, the majority of participants (64%) are female. The rationale is that females make the most of their education by having a better G.P.A. and obtaining

more graduate level scholarships than men (Dessoiff, 2006). Women are more likely to sojourn than men because they are more likely to be influenced by their parents and college professors where men are more guided by their peers, experiences, and personal values (Paulson, Pascarella, & Salisbury, 2008). Also, women are more likely to have interests in majors that are more humanities-based (Paulson, Pascarella, & Salisbury, 2008).

Minority students have often been underrepresented in study abroad programs as well with only 6% percent of participants being Latino, 4% being African American, and 7% being Asian or Pacific Islanders (Dessoiff, 2006; Open Doors, 2010). The disparity is due to a multitude of factors including cultural, institutional, and financial obstacles (Dessoiff, 2006). Besides the lack of financial aid or family funding for international travel, sojourning may not be a part of the family culture for minorities (Dessoiff, 2006). Many minority students are first generation college students, and studying abroad is not considered a solid investment (Dessoiff, 2006). Also, minority students may perceive that they will face racism and discrimination while sojourning (Dessoiff, 2006).

Students with disabilities also are underrepresented in short-term study programs (Alden & Shames, 2006). The rational is that parents, academic institutions, and students themselves have the misperception that students with disabilities cannot participate in study abroad programs (Alden & Shames, 2006). Students with disabilities have a difficult time deciphering what programs provide support and accommodations that meet their needs (Soneson & Cordano, 2009). Yet institutions are making it their obligation to

serve not only those who have traditionally studied abroad but to make it an inclusive experience for all students and bring learning to the global stage (Cao, 2011; Dessoiff, 2006; Gulleckson, McCambridge & Tucker, 2011).

*Potential impact of short-term study abroad programs.*

Short-term study abroad programs increase the number of students able to participate in cross-cultural experiences and offer a realistic option for those who face financial or time constraints (Donnelly-Smith, 2009; Study Abroad, 2011). When a study abroad experience is well planned and provides ample opportunity for cross-cultural experiences in an international environment, students develop more than if on campus (Gulleckson, McCambridge, & Tucker, 2011). The sojourning experience allows students to recall information more easily and enjoy learning because it is an authentic experience that applies directly to their lives (Alden & Shames, 2005; Spencer & Tuma, 2002). What works best in attaining goals of study abroad programs is the use of mixed pedagogies (Spencer & Tuma, 2002).

Students develop schemata or cognitive constructs in order to make sense of their world, and when immersed in a foreign culture those memories, thoughts, and mental strategies are continually being stressed (Hetherington & Parke, 1993; Kolb, 1984). Students initially adapt to their new surroundings through the process of assimilation in which they take the new experience and apply it to an existing schema (Piaget, 1977). However, because of the dynamic environment in a cross-cultural experience, students need to adapt to their new surroundings through accommodation which adjusts their

existing schemas (Hetherington & Park, 1993; Piaget, 1977). Equilibration occurs when students apply earlier knowledge and attain new concepts while participating in a cross-cultural social experience (Kolb, 1984; Piaget, 1977; Richard, 2004).

Many students who have not studied abroad are indifferent to international relations and geopolitics and are geographically inept (Hadis, 2005). If the program is well organized and has a well-developed interdisciplinary curriculum, students will develop the perception that they are more culturally sensitive, have a greater sense of global mindedness, and have an improved capacity to learn in an international setting (Chieffo & Griffiths 2004; Donnelly-Smith 2009).

Students develop in the cognitive domain through academic success and the acquisition of knowledge (Alden & Shames, 2005; Doyle, 2009; Gulleckson & McCambridge & Tucker, 2011; Hadis, 2005). Students' cognitive development is accelerated while studying abroad for those are intrinsically motivated to learn due to being immersed in an authentic learning experience (Hadis, 2005; Spencer & Tuma, 2003). Students develop forethought and can visualize how their actions affect their lives improving self-efficacy (Thomas, 1999). Students become aware and more respectful of cultural nuances and are able to appreciate and differentiate between their home culture and the one in which they are studying (Bellamy & Weinberg, 2006; Chieffo & Griffiths, 2004; Hadis, 2005). The development of language acquisition accelerates when students need to converse with native inhabitants within the new culture (Bellamy & Weinberg, 2006; Gulleckson, McCambridge, & Tucker, 2011). Students'

involvement within the cross-cultural experience allows them to understand the language, symbols, and habits of the host culture, and through the social process they internalize those experiences enhancing their development (Vygotsky, 1978). Knowledge is accrued through observation, understanding of past experiences, recommendations from others, and development of a sense of judgment which aids them in the process of navigating through the experience successfully (Kolb, 1984). Students develop cognitive skills because: “1) They are confronted by new things, 2) they are unable to play their customary social roles, 3) they are forced to process a great deal of information” (Richard, 2004, p. 6).

Due to the immersion of students within another country, they develop worldly views that may differ from previous beliefs, and they may become more globally minded by visualizing the interconnectedness of the world, heightening their critical thinking skills (Hadis, 2005; Spencer & Tuma, 2011). Students begin to understand the diversity of ideas and to see themselves from another’s cultural lens through reflection (Spencer & Tuma, 2011).

Development of intrapersonal skills, the ability to understand one’s self, are increased within the cross-cultural setting because the student is in a continual process of self-examination (Gardner, 1983; Hadis, 2005; Hopkins, 1999). The process of reflection leads to the greatest sense of self development for it allows the students to learn about their strengths and weaknesses as well as their thoughts and feelings which are heightened in an intercultural experience (Hopkins, 1999; Shames & Alden 2005).

Through the process of self-efficacy, the students take responsibility for their words and actions and the ways in which they may affect others in a cross-cultural context (Gulleckson, McCambridge, & Tucker, 2011; Hadis, 2005; Murray, 1999). Through the students' intrapersonal development comes a greater sense of independence which fosters increased maturity, allowing them to be more confident in social settings (Hadis, 2005; Shames & Alden, 2005).

The development of interpersonal skills is inherent with study abroad programs (Gulleckson, McCambridge, & Tucker, 2011). They develop an appreciation for diversity through continual contact with locals while possibly acquiring international friends (Shames & Alden, 2005). Students also learn to self-advocate in cross-cultural contexts (Hadis, 2005). Because of the differences in cultures, students develop a greater tolerance for others (Gulleckson, McCambridge, & Tucker, 2011). Learning through social interaction with natives of the host-culture, students become adept at solving problems on their own without the aid of another (Vygotsky, 1978). Additionally, because students are immersed in another culture, they understand the complexities of human relationships and ways to navigate within them, heightening their social awareness (Alden & Shames, 2005).

Another benefit to students who participate within short-term study abroad programs is a greater sense of spatial awareness (Gardner, 1983; Shames Alden, 2004). With the use of maps and memory, students learn to navigate through an unfamiliar environment (Shames & Alden, 2005). Students also learn to understand the value of

foreign currency (Shames & Alden, 2005). When finished with their short-term study abroad, they experience a sense of accomplishment (AFS, 2011; Chieffo & Griffith, 2004).

*Potential drawbacks.*

Participants can travel exclusively within their academic institutions' group, isolating themselves from intercultural exchanges (Donnelly-Smith, 2009). Traveling from one cultural sight to another, the only cross-cultural exchanges in the native language are basic, polite phrases to the bus driver and the tour guide (Donnelly-Smith, 2009). There needs to be an alignment among activities, learning goals, and assessment which integrates the experience into the continuum of life-long learning (Donnelly-Smith, 2009).

*Major gap in research study abroad programs.*

One of the major deficiencies in the literature is that little has been written or studied with short-term study abroad programs (Spencer & Tuma, 2002). The general perception is that mere exposure to an inter-cultural experience is beneficial, and anecdotal reports would suffice as assessment (Hopkins, 1999; Mannike & Law, 2008; Gulleckson, McCambridge, & Tucker, 2011). Yet students need to demonstrate empirically that they have developed cognitively, intrapersonally, interpersonally, and linguistically (Doyle, 2009; Gulleckson, McCambridge, & Tucker, 2011; Hopkins, 1999). Parents want to hold short-term educational programs accountable for the development of their children, reflecting a need for holistic assessment instruments (Doyle, 2009;

Gullekson, McCambridge, & Tucker, 2011). Assessments for study abroad programs are not up to par compared to that of other educational programs and are criticized for not being academically rigorous (Chieffo & Griffiths, 2004; Gullekson, McCambridge, & Tucker, 2011). Past studies have only dealt with past participants' perceptions and their attitudes while studying abroad (Chieffo & Griffiths, 2004).

Not many studies have been made regarding short-term study abroad experiences and their life changing benefits (Chieffo & Griffiths, 2004; Gullekson, McCambridge, & Tucker, 2011). Most studies have been program specific with minimal participants and a lack of comparative studies with campus control group (Chieffo & Griffiths, 2004; Gullekson, McCambridge & Tucker, 2011). One rational for this deficiency is that a pre-test and post-test would be labor-intensive reducing the number of participants (Chieffo & Griffiths, 2004).

#### *Curriculum.*

A focused cultural immersion curriculum is necessary for students studying abroad because the activity alone limits the students' deeper sense of understanding of their cross-cultural experiences (Law & Mennike, 2008). The short-term study abroad program is an organized vehicle for learning that embodies the mission and policies of the academic institution (Gulleckson, McCambridge, & Tucker, 2011; Spencer & Tuma, 2002). The establishment of learning goals should focus on a learner-centered approach that incorporates foundational knowledge, with the application and integration of that knowledge into human relationships, allowing students to care about the process of

learning while providing them opportunities to learn how to learn (Fink, 2003; Santenello & Wolf, 2007). Short-term study abroad programs should foster students' intellectual growth, intrapersonal skills, and social and intercultural understanding promoting globalized citizens (Braskamp & Braskamp, 1999; Doyle, 2009; Mennike and Law, 2008).

The cultural immersion curriculum should promote cultural integration through the use of service learning projects and home-stays which encourage independence and resourcefulness (Braskamp, Braskamp & Gillespie, 1999). These inter-cultural exchanges enhance language acquisition skills and intercultural communication techniques as well as cultural awareness (Gullekson, McCambridge, & Tucker, 2011). These experiences provide the students with a greater cross-cultural understanding and the knowledge of the host countries' political, social, and cultural components (Braskamp, Braskamp & Gillespie, 1999). It is tacit knowledge, or learning through hands-on experiences, that is accrued through these authentic environments which allows students to solve practical problems of everyday life while sojourning (Sternberg & Wagner, 1985). Through this process, students begin to exhibit confidence which transfers to improved leadership skills and tolerance for others (Gullekson, McCambridge & Tucker, 2011).

In a transplanted learning environment, programs need to have a well structured curriculum where classes effectively use their surroundings and create supplemental classes to enhance greater cultural understanding which assists in the development of life-

long learners (Braskamp, Braskamp & Gillespie, 1999; Hopkins, 1999; Spencer & Tuma, 2002). Historical immersion programs in which team-taught programs travel to world heritage sites with the use of local guides or instructors compliment previous classroom lectures for site-based learning (Spencer & Tuma, 2002). This enhances specific disciplinary cognitive development through the collaboration of on-site and classroom instruction (Gulleckson, McCambridge, & Tucker, 2011). The use of technology when available further enhances cultural analysis (Braskamp, Braskamp, & Gillespie, 1999). The use of journal writing, presentations, interviews with locals, essays as well as the use of supplemental texts further aid in comprehending the sojourning experience (Amels, Uhrskov, 2008). Through this practice, students can improve their thought processes regarding their environmental and cultural impacts (Law & Mennike, 2008).

Daily debriefing sessions are an integral part of the experiential education component of sojourning. The integration of debriefing the experience provides the students with a more precise understanding as well as providing vocabulary that is applicable to the experience (Collins, Dennehy & Sims, 1998). The debrief setting allows students to share stories and frustrations with their experience as well as a time to be informed and educated about the experiences they have had or will have in the upcoming days (Collins, Dennehy & Sims, 1998). This process provides a daily continuity where it completes the daily learning activities (Collins, Dennehy & Sims, 1998).

A curriculum that has a foundation of universal design provides supportive systems

to meet the need of all students (Cordano & Soneson, 2009). Programs can be specifically designed to meet the varying needs of all students (Cordano & Soneson, 2009). Universal design instruction recognizes that learning takes place outside of the classroom and that all students regardless of ethnicity, religion, sexual orientation, or disability should have access to those environments (Alden & Shames, 2005; Center for Universal Design, 2011). A curriculum with a universal design approach allows students with cognitive, emotional, and behavioral disabilities as well as differing sensory and physical abilities access to cross-cultural learning environments (Center for Universal Design, 2011; Cordano & Soneson, 2009). Students with disabilities have struggled in classroom environments but are enthusiastic to learn and report that they have developed significantly while sojourning (Alden & Shames, 2005).

Assessment of students' growth should take place prior, during, and after the sojourn to enhance the success of the program, not only for the students' benefit but for future programs as well (Spencer & Tuma, 2002). Students should be challenged with supplemental readings, writing, discussions, and personal reflection pieces (Alden & Shames, 2005). This well-structured curriculum including thorough assessment will reinforce the students' desire to learn rather than overwhelm them (Alden & Shames, 2005).

The ultimate goal for the curriculum of a study abroad program is to incorporate a holistic approach to learning which fosters global competence (Braskamp, Dwyer & Gillespie, 2009). According to Karen Jenkins, former president of Brethren Colleges

Abroad,

The goal is to equip each student...with an ability to grasp concepts that shape our world; to view issues and solutions from the perspective of a person with a different culture, language and history; and to see how each citizen's choices affect others around the corner and across the globe. (Mennike & Law, 2008, p. 82)

Study abroad experiences foster students' development as competent global citizens who understand their limitations, their socio-economic, political and cultural backgrounds (Mennike & Law, 2008). They also obtain the critical thinking skills that allow them to make well-reasoned moral and ethical decisions that will aid them throughout life (Bellamy & Weinberg, 2006). Students' who are willing to sojourn in other countries have had the ability to do so with a wide variety of programs that cater to their specific needs.

*Examples of strong programs and their components.*

Programs that are most impactful are those that focus on the active learning process and facilitate critical thinking skills, are intellectually stimulating, and empower students' self-confidence, allowing them to engage in the discourse of understanding the local culture (Bellamy & Weinberg, 2006; Spencer & Tuma, 2002). A majority of programs are staffed by an academic institution's faculty, and as a result they have more control over the content of the curriculum and the destinations to which the group will travel (Donnelly-Smith, 2009).

Where There Be Dragons has been leading small group cross-cultural learning

adventures of students, from four to six weeks, to destinations in Asia, Africa and Latin America since 1993 (Where There Be Dragons, 2010). Where There Be Dragons, with group sizes of 10-12 students, participates in rural travel experiences that incorporate hands-on learning through, home-stays, service learning, language acquisition classes as well as treks in the wilderness (Where There Be Dragons, 2010). The program's curriculum is developed to enhance students' global mindedness as well as their personal understanding of their role within the global community (Where There Be Dragons, 2010). Other skills that are fostered within the curriculum are leadership, interpersonal, self-reflective, and cross-cultural communication (Where There Be Dragons, 2010).

Since 1986, Global Routes has been a pillar of the short-term study abroad industry and the first of its kind that travels to 11 countries that span the globe (Global Routes, 2011). Leading small groups of up to 18 students to developing countries for up to six weeks, Global Routes implements a cross-cultural curriculum that incorporates home-stays and service learning projects (Global Routes, 2011). The company also incorporates six to ten days of adventure travel that can include canoeing on the Amazon River or trekking through the Himalaya (Global Routes, 2011). The incorporation of all of these activities creates a greater understanding of the students' potential to make a difference within the larger global community (Global Routes, 2011). Students are instructed in language acquisition skills of the host country as well as the skills to teach English to the inhabitants in remote villages in the host country (Global Routes, 2011). Students learn the skills necessary to navigate through the host country through classes

on cultural sensitivity, geopolitics, history, biology, the environment as well as how to understand themselves and others in a cross-cultural environment (Global Routes, 2011).

AFS Intercultural Programs has been a leader in the study abroad industry for 60 years and has programs in 40 different countries (AFS, 2011). AFS provides a short-term study abroad option that ranges from two to six weeks with varying options in 15 different countries (AFS, 2011). The short-term option focuses on cultural immersion, language acquisition and community service with an option for students to participate in home-stays (AFS, 2011). Through organized activities students have the ability to immerse themselves in the local community and participate in classes at local schools for academic credit (AFS, 2011). Students surveyed by AFS report after their sojourning experience have expanded their intercultural perspectives, developed a greater understanding of the world and became a more competent global citizens through their personal interactions while in the host country (AFS, 2011).

Short-term study abroad programs from their conception in the mid-1960s have evolved from a yearlong experience to that of a possible short-term experience that can last from one week to a three-month period. Not only has the longevity of the experience evolved as well as the curriculum but so have the students who sojourn for the short-term. Besides the predominantly affluent or highly motivated participants of years past students' with Attention-Deficit/Hyperactivity Disorder are also engaging in the experience of short-term study abroad.

*Attention-Deficit/Hyperactivity Disorder*

Attention-Deficit/Hyperactivity Disorder is a complex neuro-biological disorder that is caused by the malfunctioning of neuro-transmitters, which are the chemical messengers in the brain (CHADD, 2011; Flick, 2000; Litner, 2003). The ineffectiveness of these neuro connections in the frontal lobe makes the brain less functional in regard to tasks that require thinking (Litner, 2003). AD/HD is associated with many developmental, academic, social, personal and cognitive impairments that impact every aspect of life (Kelly, 2009; Litner, 2003).

In order to be identified as having AD/HD, individuals must have six or more symptoms as identified in the Diagnostic and Statistical Manual (DSM-IV-RT) of the American Psychological Association (Alden & Shames, 2005; American Psychological Association, 2000; Litner, 2003). These symptoms are categorized into three different characteristics: inattention, impulsivity, and hyperactivity. Although these are traits exhibited by most children, they are more persistent, extreme, and uncontrollable for individuals with AD/HD (Kelly, 2009). Three to five percent of all school-aged students have AD/HD (American Psychological Association, 2000; Deshazo-Barry, Klinger, Lyman, 2002; Flick, 2000).

AD/HD usually continues from childhood through the individual's life and is typically inherited (Flick, 2000; Litner, 2003). Fifty-seven percent of students who are diagnosed with AD/HD have one parent who was also diagnosed with the disorder (Biederman, Faraone, Keenan, & Knee, 1990). Seventy percent out of 1,110 participants in a longitudinal study said that they exhibited AD/HD symptoms throughout their lives

although hyperactivity and impulse control tended to decrease in intensity (Hechtman, 2000).

Other characteristics of AD/HD may include disorganization, problems with memory and concentration, over-activity, impulsiveness, inconsistency, obsessive thinking, poor interpersonal skills, disorganization, low self-esteem, daydreaming, and disruptive behavior (Flick, 2000; Rafalovich, 2004). Co-morbid behavior also is prevalent in individuals who have AD/HD with over 50% exhibiting other psychiatric disorders such as mood disorder, anxiety disorder, obsessive-compulsive disorder, oppositional defiance disorder and other behavioral disorders and depression (Brown, 2000; Litner, 2003; Pliska, Carlson & Swanson, 1999). Learning differences such as dyslexia and dyscalculia can also be associated with children diagnosed with AD/HD (Pliska, Carlson & Swanson, 1999). ADHD can be an insurmountable obstruction to appropriate participation in the social and academic realms in school (Rafalovich, 2004).

*Cognitive impact.*

Attention-Deficit/Hyperactive Disorder limits students in the cognitive functions that are necessary for consistency in adapting to school, work and social relationships (Brown, 2000b; Litner 2003). Executive functions are the high order processes that include inhibition, memory, organization, self-regulation, verbal monitoring, poor coordination, emotion control, and the ability for self-efficacy (Brown, 2000a; Litner, 2003; Rafalovich, 2004).

Executive function refers to a wide range of central control processes in the brain which connect, prioritize and integrate the operation of subordinate brain functions...some brain functions “manage” other functions. These management or executive functions of the brain might be compared to functions of a conductor of a symphony orchestra...The conductor’s task is to organize, activate, focus integrate and direct the musicians as they play together...The brain’s executive functions are those that, like the conductor, serve to organize, activate, focus integrate and direct the brain’s activities to perform its routine and creative work. (Brown, 2000b, p. 115)

Students with AD/HD have difficulty initiating an activity as well as following through with a plan to obtain a set goal (Denkla, 2000; Lehigh Psychological Services 2007). The inability to self-monitor with either their school assignments, by checking for mistakes, or in social situations is often commonplace with students’ who have AD/HD (Denkla, 2000; Lehigh Psychological Services 2007). Students’ with AD/HD prove to have an inability to easily change from one situation to the next as well as have difficulty remembering in both the short-term and the long-term which leads to a disorganized approach to creating solutions for problems (Denkla, 2000; Lehigh Psychological Services 2007). Students diagnosed with AD/HD may act without thinking about the consequences of their actions as well as have difficulty following direct instructions (Denkla, 2000; Lehigh Psychological Services 2007).

*Interpersonal impact.*

Students with AD/HD often experience peer rejection which can lead to a sense of loneliness and social isolation (Lavoie, 1994; Litner, 2003). Deteriorated interpersonal relations may continue even when AD/HD symptoms subside due to a history of failed social relationships (Koplewicz, 2002; Lavoie, 1994). Because of being isolated in childhood, students who have AD/HD are less mature than their peers which can have an adverse effect with peer relations (Zeigler-Dendy, 2002). Typically, individuals with AD/HD are two to four years developmentally delayed compared to their peers (Zeigler-Dendy, 2002). Their immaturity can have an adverse effect on their interpersonal relationships making them difficult to create or sustain (Litner, 2003; Zeigler-Dendy, 2002). Their impulsiveness, inability to read social cues, inattentiveness, hyperactive nature, temper, and dramatic mood swings can make it difficult for their teachers, peers, and family members to maintain a meaningful relationship (Rafalovich, 2004). Often, interpersonal communication skills are deficient which further alienates the AD/HD children (Flick, 2000).

Adolescents with AD/HD are more disruptive, inappropriate, and rebellious and can often be hostile and defiant (Weiss & Hechtman, 1986). Roughly 65% of adolescents with ADHD exhibit traits of Oppositional Defiant Disorder (Weiss & Hechtman, 1986). When children are labeled to have AD/HD, they carry a social stigma which can lead them to become ostracized by their peers and seek others with similar social standing (Rafalovich, 2004). Students' who exhibit severe AD/HD traits often find themselves

participating in delinquent behavior which could possibly lead to substance abuse (Kelly, 2009).

*Intrapersonal impact.*

When children with AD/HD reach adolescence, their experiences from childhood have often created a negative sense of self that they have internalized and that manifests itself into their personal identity (Litner, 1999). Adolescents who have lived with the disorder typically have lower self-esteem, confidence, and self-worth (Litner, 1999; Litner 2003). The self-perception that is created by students diagnosed with AD/HD is that they do not have the skill set to successfully contribute to the community (Flick, 2000). Anxiety also plays a significant role in behavioral issues of adolescents with ADHD because of their developed insecurities (Rafalovich, 2004). Depression is often a co-morbid disorder due to lack of success in peer and scholastic endeavors (Flick, 2000; Pliska, Carlson, & Swanson, 1999). Often, students with AD/HD lack the ability to self-advocate due to their lack of confidence in social situations which can perpetuate the feeling of helplessness (Flick, 2000).

Although students who have been diagnosed with AD/HD can be negatively impacted in the cognitive, interpersonal, and intrapersonal domains, this can be mitigated with consistent nurturing from their teachers and peers.

*Interventions embedded in the curricula for students diagnosed with AD/HD.*

If detrimental academic, interpersonal, and intrapersonal behaviors progress unbridled, those negative symptoms eventually become more fixed as the child grows

older (Rafalovich, 2004). Students with ADHD who do not accomplish some amount of academic and social success will likely become more deviant in their behavior (Rafalovich, 2004). Direct behavioral intervention will increase the likelihood that overt problem behaviors can be reformed (Pliska, Carlson, & Swanson, 1999). The uses of positive and negative reinforcement, avoidance and escape conditioning as well as consequences are all integral components to behavior changing programs (Pliska, Carlson, & Swanson, 1999).

Besides using verbal stimuli as a source of positive or negative reinforcement the use of free time as a motivator provides this support as well as a stimulus control for students to improve their behavior (Ferster & Skinner, 1957; Pliska, Carlson, & Swanson, 1999). The use of free time or the removal of privileges also can provide a consequence for inappropriate behavior (Pliska, Carlson, & Swanson, 1999). Verbal warnings that remove privileges should not be used idly, and students need to comprehend that consequences will consistently be followed through (Pliska, Carlson, & Swanson, 1999). A consequence can be regarded as reinforcement only if the desired behaviors are being developed (Pliska, Carlson, Swanson, 1999).

Some students with AD/HD have been conditioned to have tantrums if they receive punishments or do not acquire what they desire which is an attempt of escaping consequences for their actions (Pliska, Carlson, & Swanson, 1999). Also, AD/HD students will try to avoid activities that are uncomfortable or new (Flick, 2000). The use

of consistent support, encouragement, and consequences can reduce and eventually eliminate negative behavior (Flick, 2000; Pliska, Carlson, & Swanson, 1999).

The environment in which children with AD/HD learn provides the catalyst for them to become intrinsically driven to learn, and the process in itself is the reward (Sturt, 2012; Zucka-Scott, 2010). Experiences promote the students' self-development that can be transferable to the interpersonal, intrapersonal, and cognitive realms (McDaniel, 1984). Through the altruistic process of self-actualization, children diagnosed with AD/HD become self-governing and well-rounded global citizens who care not only for themselves but others as well (Arthos, 2007; Maslow, 1987; Sturt, 2012). When children can identify the problem, create, evaluate and choose the best solution, and decide on how to implement and assess the solution, they have the ability to fully comprehend themselves within their surroundings (Borton, 1970; Sturt, 2012). Through intrapersonal understanding students enhance the community that surrounds them (Arthos, 2007).

When children with AD/HD learn holistically, they develop in four areas: thinking and feeling, having honest and direct communication, establishing positive self-worth, and developing appropriate personal values (McDaniel, 1984; Sturt, 2012). Eventually, the process of learning becomes an essential part of children with AD/HD (Arthos, 2007; Maslow, 1970; Sturt, 2012).

Students' with ADHD need to establish a personal connection with their academic endeavors that will translate to a less daunting educational experience (Flick, 2000; Pliska, Carlson, & Swanson, 1999; Rafalovich, 2004). Simplifying assignments,

reducing the amount of work needed, and providing allowances for typical ADHD behavior may help to improve the students' likelihood for academic success (Flick, 2000; Rafalovich, 2004). Providing a more structured one-on-one teaching environment may help students' with ADHD to be more successful with academics (Flick, 2000; Rafalovich, 2004). Instructors creating an improved relationship with their students as well as modeling appropriate behavior can dramatically improve students' interpersonal skills (Flick, 2000; Pliska, Carlson, & Swanson, 1999). Peer mediation and role-playing can also play an important role in developing appropriate behavior in the interpersonal and cognitive realms (Pliska, Carlson, & Swanson, 1999). The use of continual positive reinforcement can help to counter the negative interactions students with AD/HD receive daily from their peers and family members (Flick, 2000).

### *Summary*

Study abroad programs have evolved over the past half-century and now cater to students who want to sojourn for a shorter duration. In both high schools and colleges' short-term study abroad programs are becoming increasingly popular. These programs provide students with access to immerse them in another culture but require less of a monetary and scheduling commitment. Due to this reduced obligation for studying abroad, programs have begun to cater to a more diverse population including students who've been diagnosed with learning differences.

Short-term study abroad programs can have several different components to enhance the learning experience for students while they are sojourning. A well-planned

itinerary and curriculum that incorporates cross-cultural experiences, home-stays, visits to local historical sites, and an academically rigorous program enhance the overall short-term study abroad experience.

Traveling in itself can be a dynamic learning experience, but attempting to instruct students with AD/HD about the idiosyncrasies of how to learn in a foreign environment can be an intimidating task. The next chapter will introduce the methodology used in creating a holistic curriculum for short-term study abroad that caters to the cognitive, interpersonal, and intrapersonal growth of students' diagnosed with AD/HD.

## CHAPTER THREE

### METHODOLOGY

The multidisciplinary curriculum, presented in Chapter Four, was developed so that students with AD/HD can develop interpersonally, cognitively, and intrapersonally while participating in a short-term study abroad program. I created this curriculum through collaborating with my traveling partners and administrators at the Nawa Academy, leading forty-five international short-term study abroad excursions, and participating in over 500 days of student observations. This chapter will serve as a guide through the process of developing this curriculum. This chapter includes the different selection processes that were used to facilitate and create the group experience in an international setting, ways to use multiple resources to enhance academic development, and some of the results from a qualitative pilot study I completed with participants of the Nawa International Academy.

In the exploration of finding methods to create a holistic cross-cultural immersion curriculum, I discovered that many students want to become life long learners but have not been inspired to do so in previous academic endeavors. Discovering what and how students will learn while sojourning should be decided by the academic institution and the instructor that will foster students' cognitive growth, intrapersonal skills, and interpersonal and intercultural understanding promoting globalized citizenship (Mennike and Law, 2008). The need for an established set of learning goals should focus on a learner-centered approach that incorporates foundational knowledge, with the application

and integration of that knowledge into human relationships, allowing students to care about the process of learning while providing them opportunities to learn how to learn (Fink, 2003; Santenello & Wolf, 2007). This would be the foundation of this multidisciplinary cross-cultural curriculum.

The Nawa International Academy traveling format was one two-to-three week excursion per month with the same students throughout the entire school year which ranged from September through May. Although this is the ideal, the reality is that most high school students are participating in two to four week international excursions in which students meet at an airport and then depart to a predetermined international destination. This is the format which I chose to use for this curriculum.

#### *Initial Trip Activities*

Establishing a culture of learning should be one of the instructors' initial goals for short-term study abroad programs (Chieffo & Griffiths, 2004). I have found that the first couple days are the most important because students learn about one another, the rules, and rituals as well as program expectations. To establish some of the group's cultural norms, I use the airport and airplane as an introduction to these concepts. While at the airport, I provide students with a firm set of rules as well as consequences at the onset of an international excursion which allows them to understand that they are responsible for their actions (Rafalovich, 2004). Initially addressing students with the detailed itinerary allows them to ask questions as well as calm any nervous feelings that they may have regarding the short-term study abroad experience.

I choose to use the plane as a vehicle for learning by handing out supplemental worksheets. Students are administered a personal questionnaire to complete on the flight because it allows the instructors to evaluate students' personal goals as well as their perceived strengths and weaknesses. Having students read and complete the general overview worksheet allows instructors to formulate a pre-trip assessment which helps them to evaluate students' critical thinking skills. When arriving in the country in which we will be sojourning, I have found that it is critical to initiate group games so that students can begin the process of bonding with one another.

When attempting to create a cohesive group, sharing commonalities as well as experiences allows students to develop more rapidly as a group. Through group games and initiatives, students establish trust and communication skills with one another. I have found that it is important for the instructor to reflect on the process as well as make connections with the activity and the authentic experiences they will share in the upcoming weeks.

#### *Use of In-Country Activities*

The use of multiple in-country activities provides students with a multitude of nontraditional but authentic learning experiences. I have found that providing students with the access to develop interpersonal relationships with other foreign travelers as well as people from the native culture not only fosters social development but self-esteem as well. These experiences provide the students with a greater cross-cultural understanding and the knowledge of the host countries' political, social, and cultural components

(Braskamp, Braskamp & Gillespie, 1999). Hostels, home stays, language acquisition classes, community service projects, and guest speakers provide these opportunities. Casey Rhea, a Nawa International Academy student, said, “To be able to do something other than what the guide books say is cool to do is what traveling is about. To go into these villages and see what poverty looks like in these countries is different than like seeing it in the United States.”

I also found that the use of adventure activities produces confidence in the students which fosters self-efficacy in that they have a sense of immediate accomplishment. Through this process, students begin to exhibit confidence which transfers to improved leadership skills and tolerance for others (Gullekson, McCambridge & Tucker, 2011).

#### *Developing Leadership Abilities*

Acquiring leadership abilities is a skill that is honed through observation and practice in a social environment (Chieffo & Griffiths, 2004). Leader of the Day is an important aspect of this curriculum because it allows students to develop skills that they had yet to establish or are in the process of cultivating. Initially, the instructor wants to mentor the students, but as the short-term study abroad experience progresses, students become more autonomous with their leadership abilities, and eventually the instructor becomes the facilitator as the trip progresses. It is through these authentic experiences that students learn to solve practical problems of everyday life (Sternberg & Wagner, 1985). According to a Nawa International Program student, Casey Rhea, “Through this process, I learned how to be a good leader who can listen to the needs of my friends and

then make a decision.” Casey also said, “Being Leader of the Day shouldn’t just be leading the end of day gathering but should buy bus tickets, you know, and to lead the group through cities and be able to make mistakes and learn from them is something that I couldn’t do before”.

### *Formal Gatherings*

I have found that using end-of-the-day gatherings to facilitate the group process allows students to communicate effectively, share common experiences, and learn how to facilitate the democratic process as well as expand critical thinking skills. The integration of debriefing the experience provides the students with a more precise understanding and provides vocabulary that is applicable to the experience (Collins, Dennehy & Sims, 1998). Using a specific format while participating in group gatherings allows students to develop in the interpersonal realms and is a consistent ritual that students believe is an important part of the short-term study abroad experience. Casey said, “At first I didn’t like gathering because it was something that I had to do but then I was like, I want to hang out with these people and learn from them and it became cool to talk about our traveling together.” This process provides a daily continuity that completes the daily learning activities (Collins, Dennehy & Sims, 1998).

### *Use of Various Texts and Writing Activities*

The use of journal writing, presentations, interviews with locals, essays as well as the use of supplemental texts further aid in comprehending the sojourning experience (Amels & Uhrskov, 2008). I have found that using a novel and supplemental texts

allows students to develop a greater understanding of the culture and region in which they are traveling. Implementing reading comprehension, critical thinking, journal entries as well as an essay that coincides with the novel enhances the authentic learning experience.

According to Casey,

So, I remember after reading *Confessions of an Economic Hitman* and always kind of felt that there had been, you know like not corruption but that feeling that like there was a “corportacracy” and I didn’t know the word for it but I knew there was big business running the American government and other countries. We learned about colonialism in regular high school, then seeing a bigger picture of that on a larger scale you know on the outside of the United States by getting out and seeing the world is how I like to learn. I think that was the biggest change was getting out and feeling and seeing it and starting to put two and two together to get a greater understanding of what I kind of been interested in the past and now I can understand it more. I was actually, like I said before able to tangibly feel it and see it. That’s what made me interested in learning.

The use of collaborative learning allows the students to develop skills that will prepare them for college, such as reading for specific content that they can transfer to a presentation while other students take notes. This style of learning also allows students to delve further into cross-cultural understanding. Marlie, another Nawa International student, said, “I never knew about the killing of all those poor people in Guatemala until I

read that article about those wars down there. It's crazy that we don't learn about that stuff in high school.”

Using developed lessons to enhance students' understanding of cultural events or historical sites of interest allows the student to learn rather than to tourist. This enhances specific disciplinary cognitive development through the collaboration of on-site and classroom instruction (Gulleckson, McCambridge, & Tucker, 2011). Using supplemental texts that the group reads together as well as visual aids allows students to develop greater critical thinking skills which promotes that knowledge into their long-term memory.

#### *Free Time, Expectations, and Assessment*

The use of free time as a tool to teach students how to travel independently and experience sojourning away from the watchful eye of instructors, while in a safe environment, allows students to practice recently acquired traveling skills. I have found that using free time as either a positive or negative reinforcement can also teach students valuable lessons regarding time management as well as encouraging students to focus on their academic assignments. If students complete their work in a timely fashion and at the best of their abilities, they can participate in free time which could include shopping or going out to eat with friends. If they do not, then the privilege is revoked, and students will complete the assignment under the guidance of the instructor. The use of free time as a motivator provides positive reinforcement as well as a stimulus control for students

to improve their behavior or academic focus (Ferster & Skinner, 1957; Pliska, Carlson, & Swanson, 1999).

I have found that expectations and assessments are key components for a short-term study abroad program. Assessments for study abroad programs are not up to par compared to that of other educational programs and are criticized for not being academically rigorous (Chieffo & Griffiths, 2004; Gullekson, McCambridge, & Tucker, 2011). With the use of established and enforced expectations, students can achieve academic and social success beyond the short-term study abroad experience. Students can learn many valuable life skills if they adhere to the programs expectations and absorb the constructive criticism that is provided throughout the trip. Through the use of constructive criticism, Casey said, “ I think I have learned to take criticism better. Um, like in the past I always thought criticism was an attack on me but being able to step back and realize that it was only someone trying to make me a better person.” Parents want to hold short-term educational programs accountable for the development of their children, reflecting a need for holistic assessment instruments (Doyle, 2009; Gullekson, McCambridge, & Tucker, 2011). The rubric and end-of-trip assessment form not only provide a thorough grading system for students while participating in the program but also a written report on what students did well and how they can improve.

My intention for this curriculum is to develop students with AD/HD in the interpersonal, intrapersonal, and cognitive realms while participating in a short-term

study abroad program. It also provides a template for instructors to follow as they develop their own short-term study abroad program.

*Summary*

There are a multitude of factors and activities that are incorporated when creating a curriculum for students' with AD/HD that is used in a cross-cultural setting. When creating a holistic curriculum, instructors should intend on developing the interpersonal, intrapersonal, and cognitive skill sets of their students.

The next chapter contains the content for a multidisciplinary, international education curriculum for a short-term study abroad program.

## CHAPTER FOUR

### CONTENT

The following curriculum is designed to develop the interpersonal, cognitive, and intrapersonal skills of students with AD/HD while they are participating in a short-term study abroad program.

AN INTERNATIONAL EDUCATION MULTIDISCIPLINARY  
CURRICULUM FOR A SHORT-TERM STUDY ABROAD PROGRAM

Designed and developed by

Matthew F. White

### *Initial Trip Activities*

There are several options for the initial trip activities. One of the more popular choices is that students will arrive at an airport, meet the instructors, and then depart for the country in which they will sojourn. This format for short-term study abroad will be discussed in the following subsection.

When at the airport, instructors and students should have a gathering at which the basic rules of the group are presented, such as: think of group needs first; individual needs are secondary unless the students' personal needs demand immediate attention (i.e., a student is sick); respect other's viewpoints, personal space, cultures, and personal belongings; and most importantly, tell instructors where you are going at all times. Students should then be given the general itinerary of activities planned for the short-term study abroad experience and any questions the students have should be answered. A generic itinerary that was used in the past is provided below. (Note: Most of the group's time is spent engaging in culturally rich activities rather than traveling. A general rule is to travel to three or four destinations in a two-week excursion yet this depends on the duration of the travel time.) An example of an itinerary can be found in Appendix A.

While in the gathering at the airport, students will be given two separate work sheets which will provide information regarding the country in which they will be sojourning as well as reading comprehension questions and a questionnaire that highlights the students' strengths and weaknesses as well as their personal goals for the short-term study abroad experience. Explain that both handouts will be completed while

in transit and that the questionnaire will be read during the first group gathering so that students can obtain a better understanding of each other as well as staff while sojourning. The Student Questionnaire is in Appendix B.

The other worksheet provides a general overview of the country in which the group will be sojourning as well as reading comprehension and critical thinking questions. By assigning this worksheet the instructor establishes the culture of an educational experience rather than that of just being a tourist. The General Overview Worksheet is in Appendix C.

#### *Group Initiatives and Ice Breaking Activities*

Once the group has arrived at their lodging accommodations and settled into their rooms, instructors should find an open area that has no obstacles (i.e., tables, chairs or steps) to participate in communication and trust activities. Begin with a basic initiative that can be built upon to enhance the skills that the instructor is trying to establish.

#### *Blind Crossing*

Divide the group into pairs with one partner being blindfolded and the other not. Have the partners conduct a three to five minute conversation with one another and answer the following questions: 1) Where are you from? 2) Who is your best friend? 3) What most are you excited about regarding this trip? Not only do the partners learn something about another group member but also learn what the other's voice sounds like.

Separate the partners into groups of two, by roughly 50 to 75 feet, separating them into two lines with one group being blindfolded and the other not. Blindfolded people

walk towards and find a seeing partner, guided by verbal directions from the seeing partner. Both partners should then switch. After the activity, have a group debrief regarding what worked and what didn't, and ask how this experience could apply to our traveling experience. This activity is a great precursor to the next initiative.

### *Minefield*

This trust/communication exercise requires some setting up before it can be executed. Objects or "mines" are haphazardly scattered throughout the open area that is between 50 to 75 feet. These "mines" can be balls, bowling pins, pinecones, etc. In pairs, one person verbally guides his/her partner, a blindfolded person, through the minefield. This exercise gives students an opportunity to work on their relationships as well as develop trust. One group member will be blindfolded and cannot talk and the other can see and talk, but cannot enter the field or touch their blindfolded partner. The challenge requires each blindfolded person to walk from one side of the field to the other, avoiding the mines by listening to the verbal instructions of their partners. Penalties can be put in place for each time a blindfolded person hits a mine, but the real idea behind the game is to get the team members to trust their partners' directions and to teach them to communicate in a more effective way. After the activity, have a group debrief regarding what worked and what didn't, and ask how this experience could apply to our traveling experience.

### *Willow in the Wind*

One participant must volunteer or be chosen to be the “willow.” Before beginning, the instructor should discuss “spotting” techniques to all participants. Those who are not the willow must have one foot in front of the other, have their arms outstretched, elbows locked, and fingers loose, as well as be ready and alert. The “willow” must stand in the middle of a group with their eyes closed, their feet together, and body firmly upright. They will perform a series of “trust leans” against the other participants, whose job it is to hold up the willow and pass them around without allowing them to fall or feel frightened as if they’re going to fall. This will ensure that they will successfully pass the willow around without any troubles. Various students can take turns being the willow building trust with each other in an open, fun environment. After the activity, discuss what the individual felt like when totally dependent on the group as well as discuss what the group felt having to support the individual.

### *Hostels*

The use of hostels provides a diverse dimension to sojourning in a foreign country for short-term study abroad participants. It allows students to develop relationships with other travelers from around the world who present different global perspectives. It’s these differentiated viewpoints that expand students’ personal opinions. The enhancement of interpersonal skills allows students to develop greater self-esteem in an international dormitory setting.

### *Home stays*

Implementing the use of home stays provides participants with an invaluable cross-cultural experience. Students obtain a view into another culture by developing authentic experiences with the host families. Students live with the native family and share moments that are far removed from their personal realities. Having experiences that make students potentially uncomfortable only supports their development which allows students to become more self-reliant, culturally aware and familiar with cross-cultural communication. Reflective journal writing while participating in the experience as well as critical thinking questions at group gathering promotes cognitive development.

### *Community Service Projects*

Working on a project in a foreign community that will have an enduring impact on the locals' lives is an essential part of a short-term study abroad program. Although painting a building will last a few years, aiding in the construction of a clinic, home, or community center will have a much greater impact on the participants and the locals. Although this experience may take several days to accomplish, stronger relationships with the locals are created as there is a greater sense of accomplishment on behalf of the students than if they socialized with local orphans for a few hours. Besides a feeling of accomplishment, students will discover that there is a sense of comfort that exists within a culture with the more time invested in a foreign experience. Reflective journal writing while participating in the project as well as critical thinking questions at group gathering promote cognitive development.

### *Adventure*

Including a couple days of outdoor experiences while sojourning has a lasting effect on the students' appreciation for a foreign country. Whether the group hikes, bicycles, or rafts, participants will be presented with a new challenge that will not only be a memorable one but one that establishes a sense of accomplishment. An outdoor adventure provides a student with the possible desire to pursue similar endeavors in the future.

### *Visiting Sites of Historic Interest*

Studying at sites of historical interest provides students' with a window into the countries' past while providing a tangible learning experience. The use of a knowledgeable tour guide, whose English is easily understandable, can enhance the educational tour. This authentic learning experience places students in an environment that makes learning history applicable and provides a possible catalyst to life long learning in this subject.

### *Language Classes*

While sojourning, acquiring the local language can be helpful for investigating a native culture. Whether students learn the basics of the native language (i.e., common greetings, expressions of gratitude, numbers, etc.) or further enhance their previously developed language skills (i.e., Spanish, French or Chinese), students can further enjoy social interactions within the culture in which they're traveling. Paying for actual

teachers or having locals come and present a class are viable options for acquiring the local dialect.

### *Guest Speakers*

Setting time aside to have locals provide commentary on current social issues or discuss historical events aids in providing further relevance to the subject or culture being studied. Whether these guest speakers are prearranged prior to the trip or are more impromptu, they should be incorporated into the short-term study abroad experience because they provide the personal insight that text cannot. It also allows students to develop the active listening and questioning skills that are necessary to participate in the current global community.

### *Leader of the Day*

The instructor is the group facilitator and should place leadership responsibility on the students within the group. Leader of the Day (LOD) is used on a daily basis and is usually selected by date of birth so that younger students can model appropriate leadership skills of the older students. Some days, in particular travel days, the LOD will have more responsibilities than others.

Responsibilities (in no specific order):

- Navigation
- Wake ups
- Purchasing tickets for travel
- Assistance to instructors

- Leader of the democratic process
- Leader of Gatherings
- Develop Question of the Day (is used to enhance critical thinking skills as well as critical thinking skills).

As a group facilitator, the instructor should communicate with the Leader of the Day as to expected responsibilities for that particular day and provide guidance if that participant is struggling with the assignment as group leader.

#### *Use of Gatherings*

Group gatherings play an integral role in developing group cohesion, solving of interpersonal issues amongst group members, expanding critical thinking, reflecting, fostering appropriate interpersonal communication, role playing, preparing for the following day's activities as well as celebrating the preceding day's activities.

The ideal space in which an instructor holds a gathering should have ample room so that all participants can form a circle and can see each other's faces. The ability to have direct eye contact aids students in future interpersonal relationships. It is important for the participants to comprehend that the group gathering is a safe environment, that all students' feelings and opinions are respected, and that no member is to monopolize the conversation. Typically, the leader of the day will be the coordinator of the end of the day gathering, but the process will have to be modeled by the instructor.

Questions: Questions typically revolve around what the group will be doing the following day. Often students delegate themselves to be the questioner. Instruct students

to ask what they will need for clothing, gear, and money as well as what time wake-ups will be.

Comments: In this subsection of gathering, students and instructors will provide commentary from the preceding day's activities as well as presenting topics regarding cross-cultural issues that students had encountered and staff could use as a teachable moment. Examples of comments include, "I really enjoyed our time when we..." or, "Did anyone notice that the exchange rate was more favorable in the market than the airport? Why was that?"

Role-playing can be introduced in this subsection. Staff can introduce students to how to appropriately barter with locals, how to talk with locals without using verbal communication, how to budget money, how to act when confronted with an uncomfortable situation as well as how to appropriately implement active communication with other group members when one is frustrated.

Concerns: In this subsection, group members can discuss factors that are a problem or possibly can be a problem with an individual or the group. Typical concerns are individuals not eating or drinking enough or not thinking of others when making personal decisions. Participants can also use I-statements as the model of appropriate communication when feeling frustrated with other group members (I feel \_\_\_\_\_ when you \_\_\_\_\_ and would like for you to \_\_\_\_\_). Instructors should encourage individuals to problem solve outside of gathering and only use this format if behaviors are unchanged.

Props: In this subsection, participants provide respect and praise for a fellow group member or someone who had inspired them or a local who aided an individual in the group. For example, “I give props to our guide today who had helped me descend those wet granite stairs while at Machu Picchu.”

Question of the Day: The leader of the day can ask two different types of questions: critical thinking or humorous. The maturity of the group as well as the objective of the evening’s gathering will determine what kind of question should be asked. The instructor can frontload the leader of the day with a question prior to gathering if those higher end skills have not yet been developed with that particular student. Unlike all the other sections of the gathering, all students should participate in this portion of the gathering.

A few examples of some critical thinking questions that could be posed while sojourning in a foreign country are:

What are some similarities that you’ve seen while traveling in this country to that of ours? What are some differences?

What do you define as happiness, and do you believe that these people, who are in the orphanage, are living happy lives? If so, how?

Do you feel that women in the country we are visiting are treated differently than men, and if so how?

Although this format is to provide an outline for a formal, end of the day gathering, you can have impromptu group assemblies when needed depending on the situation.

### *Use of Novels*

When developing a curriculum for a short-term study-abroad program, the instructor should take into account the need of a text that will deepen the understanding of a foreign culture. Three factors that should be taken into consideration when deciding what novel should be used are: 1) Is the text accessible to the student population with whom you will be traveling? Is the reading too challenging for all students to comprehend? If so, what modifications will the instructor create to allow all students to learn from the novel? 2) Is the text relevant to the country or region to which you will be sojourning? 3) Does the text relate to the overall theme of the short-term study-abroad experience?

During previous short-term study-abroad excursions with students to various countries, instructors have used a multitude of varying texts to improve students' comprehension of the history and culture of the country in which they were sojourning. For example, when traveling to Guatemala students, had read the biography, *I, Rigoberta Manchu*, written by Elisabeth Burgos-Debray and Ann Wright, to gain a greater understanding of the plight of the indigenous Mayan population during the Dirty Wars that engulfed her country during the 1980s. When sojourning in China, students read, *Red China Blues*, written by Jan Wong, to learn of the first hand account of a

disenchanted member of the Maoist Revolution who witnessed the transformation of Communist China from the 1970s to that of today.

Another text that was implemented during the first trip to a Latin country was *Confessions of an Economic Hitman*, written by John Perkins, to fully comprehend the United States foreign policy throughout the Americas. This text was used as a catalyst for further studies to understand how and why the U.S. implemented a strategy of economic imperialism throughout the developing world. Along with the text, a reading comprehension worksheet would be administered to the students with specific dates for completion. Besides poignant comprehension questions, specific journal entries are also included (which can aid in personalizing the text) as well as potential essay questions and a grading rubric for essays.

An example of a reading comprehension, journal entry, and supplemental essay worksheet for *Confessions of an Economic Hitman* is provided in Appendix D.

Modifications for the reading assignment for students who have difficulty understanding the content are collaborative reading circles as well as individualized discussions that answer any questions the students may have pertaining to the text.

To heighten reading comprehension the instructor should set aside class time to assist students in creating the flow-chart in Part II, question five.

A five paragraph essay rubric can be accessed via ReadWriteThink at, [www.readwritethink.org/files/resources/.../Essay%20Rubric.pdf](http://www.readwritethink.org/files/resources/.../Essay%20Rubric.pdf)

### *Collaborative Learning*

During this exercise students will be responsible to read an article, extract the pertinent content, and provide a five-minute presentation of that information. Depending on the amount of articles available, students' can either work in pairs or individually. Students who are listening to the presentation are responsible to take notes that will be used for an open-book test after the lesson is completed. Students will need to be frontloaded with the teacher's expectations of how to read for important information embedded in the text, how to provide a thorough timed presentation as well as how to take notes on the pertinent information presented.

The instructor should model how to read and extract the pertinent information of an article similar to the types that students will be reading. The instructor should also model and instruct note-taking skills that will be required for students to use to successfully take notes. Instructing them to use headings, take down key words and dates instead of writing sentences, listen for word clues from the presenter, as well as review their notes at the end of class would be extremely beneficial for their academic future.

The articles should have relevance for the region or the country in which they're sojourning as well as maintain continuity in the curriculum in which the teacher is instructing. For example, when traveling to Guatemala students should be aware of the genocide that took place in that country in the early 1980s under the American-sponsored dictator Rios Montt.

An example of an article that could be used is “Back to the Future in Guatemala: The Return of Rios Montt,” written by Jefferey St. Clair, on July 17, 2003, from the publication Dissident Voice. This article can be accessed at, [http://www.dissidentvoice.org/Articles7/StClair\\_Rios-Montt.htm](http://www.dissidentvoice.org/Articles7/StClair_Rios-Montt.htm).

The instructor will model a timed presentation with the major points from this article while students take notes on the pertinent information. When finished with the five to seven minute presentation, the instructor will review the pertinent information that was provided in the article and see if the students’ notes correlate with the instructor’s expectations for note taking. Once the modeling process has been completed, students will be responsible to begin the exercise on their own with a preselected article by the teacher. Once the presentation/note-taking activity is completed, the instructor will create a summative 10 to 20 question test that derives from the major points covered in the students’ presentations.

A rubric for assessing presentations can be accessed via ReadWriteThink at, [www.readwritethink.org](http://www.readwritethink.org) › [Classroom Resources](#) › [Printouts](#).

#### *Developed Lessons*

When visiting a destination like Machu Picchu, providing students with foundational knowledge so that they can develop a greater understanding of what they’re going to be experiencing enhances their cognitive awareness. This takes time and planning on behalf of the instructors for they have to research and develop a lesson that enhances the students’ understanding.

If you're going to Egypt and will be arriving in Cairo during the four day Muslim holiday of Eil Ud Adha, which celebrates Abraham's decision not to kill his son Ishmael, you can have students read the section of the Bible (Genesis, chapters 11 to 22) and the Quran (Chapter's 37:99 to 37-113) that describes Abraham's decision. Having a discussion after reading the texts with students while they complete this compare and contrast handout will enhance their understanding of the celebration as well as the differences in the main monotheistic religions. A Comparison/Contrast Chart of Major World Religions can be found in Appendix E.

This teaching strategy is also useful to frontload students before visiting a site of historical interest such as Chichen Itza or the Great Wall of China, but instead of using a text, instructors can plan a lecture.

#### *Use of Free Time*

Allowing students time to experience a culture away from the instructor allows them to develop a sense of autonomy as well as practice recently acquired traveling skills. Students can use bartering skills at the local shops as well as newly acquired language skills to order food at a restaurant. Limitations should be instituted on when and where students should be allowed to travel on their own for the students' safety is the instructors primary concern. Areas that are familiar to both the instructor and the students as well as traveling in student groups aids in ensuring a safer experience. The teacher should allocate geographic parameters by using streets, shops, restaurants or monuments, so that other group members or an instructor is in the area to improve safety.

Instructors should provide firm time limitations so that students understand timeliness in a traveling environment. If students are more than five minutes late, they lose the privilege to participate in the next free time experience.

Instructors can use free time as an instrument to provide either positive or negative reinforcement for appropriate or inappropriate behavior to improve the students' academic or social expectations. When students complete their school work to the best of their ability and are socially appropriate, they will receive positive reinforcement by having roughly an hour away from the instructor to either shop or go to a restaurant. If students do not complete their work in a timely manner or do not meet the teacher's expectations, they will not be able to participate in the highly coveted free time until either the work is completed or meets the teachers' expectations.

#### *Expectations and Assessment*

Every person in the group should have expectations for their short-term study abroad experience and have the ability to state them. Instructors should allow students on the inaugural nightly gathering to share their perspectives. That evening, the instructor should also clearly state their expectations for the individual students as well as for the group.

**Academic Expectations:** Students are to complete their schoolwork to the best of their abilities and within the structured framework of the class. For example, the student's answers should be neatly written, using complete sentences and exhibit to the instructor that the student provides thoughtful answers. Only the students' best effort will

be accepted, and if they do not meet those criteria, the work will be handed back to them to be revised because teachers only accept students' best work. Every student has a varying skill set, and the improvement of each student's skills is the paramount focus of the program. If students do not complete their work in a timely fashion and to the best of their ability, they will not participate in the highly coveted free time and will be spending that time completing that missing assignment.

Social: No exclusive relationships are permitted, and the groups needs come before the individual needs unless there is an emergency situation. The rationale is that exclusive relationships can undermine the group experience. Students are to attempt to immerse themselves in the local as well as the group culture, and if they are having difficulty doing so, instructors will intervene and have discussions to promote positive relationships with others and reduce their possible social anxieties.

Formative assessment will be instituted to allow students as well as instructors the ability to modify their behavioral, academic, and instructional practices throughout the short-term study abroad experience. This ongoing process of direct communication will provide students with a running record of social and academic assessment that will aid in their holistic improvement.

A summative assessment form will be completed at the end of each trip that will provide a written summary of what the participants of the study abroad program did well and upon what they can improve. An example of the form as well as a fictitious individualized written critique is provided in Appendix F.

When the instructor writes this end-of-trip evaluation, none of the information should be new to the student; it should have been addressed during the trip. The report should provide a realistic portrait of what students did well as well as provide constructive feedback of how they can improve in their interpersonal and academic endeavors. Providing only a glowing evaluation or omitting students' shortcomings perpetuates their negative behavior and does not give students' a vehicle for intrapersonal improvement.

#### *Closing Ceremony for the Short-Term Study Abroad Experience*

The closing ceremony should be a commemorative experience and a festive occasion. Having a grand meal at a local restaurant is preferred because for some this may be the only time that they travel abroad. The instructors should foster conversational topics that require students to reflect on their experience while sojourning both as a group and as individuals. Once the meal is completed, instructors should lead a closing activity.

#### *What I Appreciate Most About You*

In this activity, one group member at a time is the center of positive attention. Starting with the Leader of the Day as the recipient of appreciation, the person to the right will say, "What I appreciate most about you is \_\_\_\_\_," and provide a reason for that perception. The next person to the right will do the same. Once everyone in the group has expressed their gratitude towards the Leader of the Day, the next person

becomes the center of attention, and the process continues. The instructors also can be recipients of their students' gratitude because they too have been part of the group.

By using this closing ceremony, students have the ability to have closure and reflect on one of the greatest opportunities they have had in their lives.

## CHAPTER FIVE

### CONCLUSIONS

This curriculum, an international education multidisciplinary curriculum for a short-term study abroad program, provides students with the ability to develop interpersonally, intrapersonally, and cognitively while sojourning internationally. During the short-term study abroad experience, students learn the skills to be active participants in the global community. Students engage in experiences that develop the whole student while participating in group, cross-cultural, and cognitively stimulating activities. The curriculum allows students to question their personal beliefs as well as promotes increased self-esteem and self-efficacy.

All of the lessons incorporated in this curriculum heighten the students' awareness of being a member of a community. Included in this curriculum are multiple activities that introduce students to the group process as well as provide them opportunities to think critically. Students learn to read complex texts as well as respond to reading comprehension questions. Students learn the value of time management and ways to produce quality assignments, work collaboratively on a group project, provide speeches, write essays, and create reflective journal entries while sojourning in a foreign country.

Also included are teaching resources for the types of texts as well as articles an instructor can use while studying abroad. Worksheets as well as supplemental instructional aides for lectures are provided. Along with a five paragraph essay, journal

and speech rubrics, an end-of-trip evaluation form is provided. Also, an example of how to provide constructive feedback on the end of the trip report is included.

This curriculum allows students a holistic educational experience while sojourning internationally. The lessons are flexible and can be adjusted and applied to any country to which a group sojourns.

#### *Limitations of the Curriculum*

There are some drawbacks to this curriculum. Math and Science are not included because a substantial amount of academic focus is placed on Language Arts. The curriculum does not address the acquisition of information regarding how to develop international contacts for community service, language classes, and home-stays due to varying cultural differences. Another drawback is that a participant behavioral contract is not provided due to the varying expectations for each program.

Finally, there is no standard order of operations to provide procedures that mitigate safety concerns while studying in a dynamic learning environment. These operations provide concise processes that can assist staff if students are a disciplinary concern, are injured, or become sick while traveling within a short-term study abroad program.

#### *Implications for Future Research*

This curriculum was created for students with AD/HD but can also be used with students who do not have learning differences. This curriculum was designed to be used in varying international destinations but can also be incorporated when sojourning

domestically. Although this is primarily a cross-cultural, language arts-based curriculum, Math and Science could also be included to heighten the educational experience. Other classes that provide nationally recognized certifications such as Wilderness First Aid or Wilderness First Responder could be incorporated in longer short-term study abroad programs as well as a greater focus on outdoor adventure.

Furthermore, this curriculum can be used as a template for secondary, international education, short-term study abroad programs. This would allow for revisions in the curriculum that will incorporate varying students' and instructors' needs as well as abilities. It would be useful to field test the curriculum with a variety of instructors, seek their feedback, and revise it based upon their constructive critique.

It is my hope that this curriculum will aid instructors in creating a curriculum that caters to their students' educational needs while participating in a short-term study abroad program.

APPENDIX A

EXAMPLE OF AN ITINERARY

**Peru Itinerary (October 18-November 1, 2012)**

This experience will take us into the heart of Peru's Sacred Valley. In Cuzco we will experience a modernizing city built upon both the ruins of an ancient culture and the remains of the Spanish Conquest. Included in our time in Cuzco are language lessons in a Spanish School, visits to cultural and historical sights, and time to explore one of the world's great cities. From there, we will travel throughout the Sacred Valley, into smaller villages rich in cultural and material history. Highlights will include not only the World Heritage Site of Machu Picchu, but also a traditional Sunday Market, and multiple opportunities to interact with the local Peruvians. We are all looking forward to a truly incredible experience high in the Peruvian Andes.

October 18 – depart from SFO

19<sup>th</sup> - AM-Arrive in Cuzco, group initiative games, PM-visit Plaza de Armas and Academics.

20<sup>th</sup> - AM -Spanish Lessons, PM- visit Sacsayhuamian Ruins, Evening - Home stays.

21<sup>st</sup> - AM-Spanish Lessons, PM-visit cathedrals and Inca Museum, Evening-Home stays.

22<sup>nd</sup> - AM-Spanish Lessons, PM-academics, home stays.

23<sup>rd</sup> – AM-Depart for Ollantaytombo, tour the most Andean village, PM-Academics.

24<sup>th</sup> – AM-Hike and visit Ruins, PM-Academics.

25<sup>th</sup> - AM -Travel to Aguas Calientes, PM – Visit hot springs and academics.

26<sup>th</sup> – Hike to Machu and climb Huyana Picchu.

27<sup>th</sup> - AM -Travel to Pisac, PM- hike to ruins in Pisac and academics.

28<sup>th</sup> - Pisac Sunday Market, Academics.

29<sup>th</sup> – Full Day- Community service project and cross-cultural exchange with local Quechua in the Andean town of Frio Negro.

30<sup>th</sup> – AM-Travel to Cuzco, PM–Academics.

31<sup>st</sup> – AM-Complete essay, PM-Depart from Cuzco and transfer in Lima.

Nov. 1<sup>st</sup> - Arrive SFO

**Flt. Info:**

10/18- United #817 lv. SFO 900am, arrive LAX 1030am

10/18- Lan Peru #605 lv. LAX 130pm, arrive Lima 1155pm

10/19- Lan Peru #17 lv. Lima 525am, arr. Cuzco 640am

10/31- Lan Peru #38 lv. Cuzco 305pm, arr. Lima 425pm

11/01- Lan Peru #604 lv. Lima 1240am, arrive LAX 715am

11/01- United #930 lv. LAX 955am, arr. SFO 1123am

Courses that will be covered while in Peru:

- World History: Incan History and Spanish Conquest.
- Spanish (in addition to Language Classes in Cusco).
- Contemporary Quechua History.
- Economics, U.S. Government and US History using the text, Confessions of an

Economic Hitman, by John Perkins, including Internet research and a five-paragraph essay.

APPENDIX B

STUDENT QUESTIONNAIRE

Name:

Besides having a fun and memorable experience, what are three goals that you have for this experience?

A)

B)

C)

Please circle an answer to the following questions as honestly as possible so that all group members obtain a better understanding of you as a person.

1) I need to eat:

A) All of the time B) Every couple of hours C) Every five to seven hours D) Other:

Explain \_\_\_\_\_

2) When I am hungry I:

A) Get moody B) Continually ask, "When are we going to eat?" C) Ask only once and patiently wait D) Other: Explain \_\_\_\_\_

3) When I am tired I:

A) Sleep 2) Get Cranky 3) Continue the activity until it's time to rest D) Other:

Explain \_\_\_\_\_

4) When someone needs my assistance I:

A) Help them out without asking B) Ask if they need any assistance C) Ignore them because I don't like that person D) Other: Explain \_\_\_\_\_

5) When meeting new people I:

A) Am shy B) Like to be the center of attention C) Like to get a feel for the person and then adapt my personality to fit in better D) Other: Explain

6) When trying new food I:

A) Am extremely tentative B) Will eat everything on my plate so my host won't think I'm being rude C) Try it and if I don't like it I won't eat it D) Other: Explain

\_\_\_\_\_

7) When inconvenienced I:

A) Become rude B) Go with the flow and try to enjoy myself C) Complain to others D)

Other: Explain\_\_\_\_\_

8) When I don't like something, whether it be an activity or a person I:

A) Am indifferent B) Become rude C) Enjoy the experience D) Other:

Explain\_\_\_\_\_

9) On a scale of 1-10 how tolerant are you with 10 being extremely tolerant?

10) I think of myself as:

A) A positive influence in the group B) A negative influence in the group C) Neither D)

Other: Explain\_\_\_\_\_

11) My leadership abilities are:

A) Well honed B) A work in progress C) Something I lack in D) Other:

Explain\_\_\_\_\_

12) When I need assistance, I:

A) Immediately ask for help B) Try to solve the problem myself and ask for help if I can't come up with a solution C) Don't ask for any help D) Other:

Explain \_\_\_\_\_

13) When I am sick, I:

A) Need to rest and take care of myself B) Am incapacitated C) Try to do my best and be a "Trooper" and rest later D) Other: Explain \_\_\_\_\_

14) When dealing with frustrations from others, I:

A) Lash out at the person who is frustrating me B) Ignore the individual who's frustrating me C) Talk with the person on an individual basis and attempt to create a solution to the problem D) Other: Explain \_\_\_\_\_

15) When feeling uncomfortable, I:

A) Become disgruntled B) Walk away from what's making me feel uncomfortable C) Embrace the moment for what it is which is an other experience D) Other:

Explain \_\_\_\_\_

APPENDIX C

GENERAL OVERVIEW HANDOUT

## Comparison Contrast of Peru to the United States Worksheet

Name:

Peru ranks amongst the world's great centers of ancient civilization, the Inca. Their remains, high in the Andes, fascinate travelers and archaeologists alike. Peru is located in the west central part of South America and is a country of geographical and cultural contrast. Peru is the 19th largest country in the world and is bordered north by Ecuador, to the south by Chile and Bolivia, to the east by Columbia and Brazil and to the west by the Pacific Ocean. Peru is a diverse country due to the climatic, natural and cultural variation of its regions, which include coastline, high mountains and jungle.



CIA World Fact Book, 2012

Read the following comparison chart and answer the proceeding critical thinking questions in complete sentences and to the best of your ability.

	Peru	United States
Budget Revenues= Taxes Expenditures= How much the government spends	Revenues: \$54.32 billion Expenditures: \$50.95 billion (2011 est.)	Revenues: \$2.303 trillion Expenditures: \$3.599 trillion
Total Population	29,549,517 (July 2012 est.)	313,847,465 (July 2012 est.)
Percent of Population below the Poverty Line	31.3% (2010 est.)	15.1% (2010 est.)
Education Expenditures	2.7% of GDP (2008)	5.5% of GDP (2007)
GDP: per person	\$10,100 (2011 est.)	\$48,300 (2011 est.)
Size of the Country	Slightly smaller than Alaska.	Fourth largest country in the world behind Russia, Canada & China.
	Amerindian 45%, mestizo (mixed Amerindian and white) 37%, white 15%, black, Japanese, Chinese, and other 3%	White 79.96%, Hispanic 15.1%, black 12.85%, Asian 4.43%, Amerindian and Alaska native 0.97%, native Hawaiian and other Pacific islander 0.18%, two or more races 1.61% (July 2007 estimate)

CIA World Fact Book, 2012

Comprehension and Critical Thinking Questions:

- Using the information from the table above, why do you think Peru's expenditures are substantially less than the United States'?

- 2) Using the information from the table above, convert Peru's percentage of population to a fraction. What is the fraction of people who live below the poverty line? Have you ever seen poverty and if so where? Do you think you will see poverty while you travel in Peru? What do you think it will look like?
- 3) What percentage of Americans are Amerindians? Using the information provided in the introductory paragraph where do most of the indigenous live? How likely is it we will be immersed in the indigenous culture while in Peru?
- 4) Comparing Peru's GDP per person to that of the United State's why do you think many Peruvian's in the Sacred Valley want to sell Americans souvenirs?
- 5) What are some of the factors why Peru's expenditures in education are substantially less than the United States?

Appendix D

CRITICAL THINKING HANDOUT FOR CONFESSIONS OF AN ECONOMIC  
HITMAN

Name:

*Confessions of an Economic Hit Man*, John Perkins

**Due Oct. 19**

**PART I, Pages – Front Cover – 39. Short Answer (that means about 5 sentences each)**

- 1 What finally convinced John Perkins to write this book?
- 2 How do you think Perkins' upbringing effected his decision to become an EHM?
- 3 Briefly describe Claudine's role in Perkins' employment at MAIN.
- 4 Describe or chart how an EHM makes money flow both from and to the US, including the role of the IMF and the World Bank.

**Journal Entry (3/4 page, at least)**

How do you feel about class-consciousness? What class do you relate with, or equate to yourself and your family? Does this extend to all branches of your family? Do you feel class pressures to be able to operate within the same class as the rest of your family, or is there pressure to move up or down?

**Due Oct 21**

**PART II, Pages 43 – 113 Short Answer**

- 1 In Indonesia, describe what Perkins' assignment was, and how that assignment would benefit MAIN.
- 2 Why do you think Howard Parker was fired, and what was the message Bruno

was trying to give Perkins when he told him the news?

- 3 Briefly describe why Perkins admired Panama's President Omar Torrijos, especially in regards to Torrijos' apparent attitude to the United States.
- 4 Briefly describe OPEC, and how they play a part in this story.
- 5 Briefly chart how the money flowed in the proposed deal with Saudi Arabia in Chapter 15.

### **Short Essay (3 paragraphs)**

Review the supplement on the IMF and the World Bank, including the World Bank presidents. Explain your perceptions of both organizations.

### **Journal Entry**

When you read this section, which of your beliefs about American history were supported? Which were challenged? How did this impact you, and if it didn't, explain why not.

**Due Oct 24**

### **PART III, Pages 117 - 176**

#### **Short Answer**

- 1 Why does Perkins believe his "secret deal" with Torrijos will "unleash the jackals?"
- 2 At the end of Chapter 20, Perkins exclaims, "The United States was a nation laboring to deny the truth of our role in the world." What role does Perkins believe the US will not accept as truth?

- 3 Draw a chart that shows at least 4 differences Perkins identifies between the American Republic and the Global Empire.
- 4 Why do you think Perkins resigned from MAIN?

### **Journal Entry**

What role do you think internal vs. external controls has on a person's ethical decision-making? (Examples: external = police, internal = conscience)

**Due Oct 26**

### **PART IV, Pages 179 – Back Cover**

- 1 Describe the impact of Roldo's and Torrijo's death on Perkins and his view of the role of EHMs in the world.
- 2 What bribe did Perkins take, and why?
- 3 While World Bank and IMF debt-cancellation practices appear to be positive, how does Perkins describe these practices as having a negative impact on the country and their citizens?

### **Journal Entry**

Do you believe those who are wealthy have an ethical duty to give to those who need? You can apply this to global economics, national politics, or your own life.

Final Paper

Five Paragraph Essay

Choose one of the following:

- A) Perkins clearly has a bias in his book. Do you think Perkins is a believable protagonist and a reliable reporter? Describe the bias that is prevalent throughout the book, as well as investigating some of Perkins' detractors.
- B) Perkins gives a first-hand account of American influence in the developing nations of the world. It is clear that Perkins believes that the US is the architect of a system in which the corporatocracy dictates economies of the world. In addition, Perkins seems to believe that the US, and in fact, the world, is run by a "good old boy" system, of which the World Bank and the IMF are key players. Based on both the book and the supplemental information, do your best to clearly and articulately describe the system which Perkins believes controls the world economy.
- C) Perkins names a number of private companies in his book. Provide a brief overview so some of these companies and their roles in the world, especially as it relates to Perkins belief that they exist to extend the reaches of the Global Empire (Chase Bank, Carlyle Group, Bechtel).

You only have to pick one of the topics, or if you really want, you can develop your own topic, with the help of an instructor. The purpose of this assignment is to do some additional Internet research, as well as to wrap up the entire book.

The final paper must be typed, 12 pt. font, Times New Roman and double-spaced.

APPENDIX E

COMPARISON CONTRAST OF MAJOR WORLD RELIGIONS

Name:

Comparison/Contrast Chart of Major World Religions

	Christianity	Islam	Judaism
The Father of their religion		Abraham	
The Son to be sacrificed			Isaac
The Mother of the Son to be sacrificed	Sarah		
The major religious text for the religion	Bible		
How did God offer to prevent Abraham from killing his son?			Ram

APPENDIX F

Summative Report

Name	Trip	Date			
<b>Academic Assessment</b>					
Class/Subject	Remarks on Effort	Grade			
<b>Social Assessment</b>					
Grading is 1-4 (1 equals disagree and 4 equals strongly agree)					
Is appropriate in public	1	2	3	4	
Plays an active part in the group process	1	2	3	4	
Immerses themselves in cross cultural experiences	1	2	3	4	
Maintains good hygiene	1	2	3	4	
Exhibits organization skills	1	2	3	4	
Thoughtful of others' needs	1	2	3	4	
Self advocates	1	2	3	4	

### Rubric

1	2	3	4
Rarely does	Sometimes does	Often does	Always does

#### Comments:

It was a pleasure to have had the opportunity to work with you this month while traveling throughout Panama. You exhibited great cognitive ability as well as good interpersonal skills within our group.

You showed great interest in the subjects that we had studied which was evident in your attentiveness during formal classes as well as while visiting historical sites. One aspect that we encourage from you is applying some intrinsic motivation with your independent

work. It was because of this that you missed out on some authentic experiences with your traveling partners to complete the late work.

There were many instances where you fully immersed yourself in the activity at hand. Whether it was playing basketball with the Kuna, playing soccer or volleyball with the locals, sailing as well as interacting with the native children- if it was interactive, kinesthetic or a fun activity- you were a fully engaged. If it was not you preferred to detract yourself from the experience.

While interacting with fellow group members, you could be engaging, charismatic, insightful and a pleasure to be around although you sometimes came across as coarse in certain social interactions.

One aspect that you can work on is your tolerance and acceptance for others' cultures, points of view as well as their feelings. Whether we were playing basketball, teaching English to locals, processing a group activity, having a discussion or walking through the streets of a village your behavior/comments could be construed as inappropriate, which would solicit comments from both staff and students to correct or stop said behavior. With more guidance and maturity you will develop the interpersonal skills that will allow yourself to be a considerate young adult in more diverse cultural settings.

We hope that you apply the lessons that you have learned here in Panama to future domestic and international endeavors.

## REFERENCES

- AFS Intercultural Programs. (2011). AFS and exchange programs. Retrieved from <http://www.afs.org/afs-and-exchange-programs/>
- Alden, P., & Shames, W. (2005, August). Impact of short-term study abroad on the identity development of college students with learning disabilities and/or ADHD. *Frontiers Journal: The Interdisciplinary Journal of Study Abroad*, 11, 1-31.
- Amel, E.L., & Uhrskov, A. (2008). Designing the academic course: Principles and practicalities. In S.E. Spencer, and K. Tuma (Eds.), *The guide to successful short-term programs abroad* (2<sup>nd</sup> ed., pp.73-106). Washington, DC: NAFSA.
- American Psychological Association, (2000). Attention Deficit/Hyperactivity Disorder (ADHD). Retrieved from <http://www.behavenet.com/capsules/disorders/adhd.htm>
- Arthos, J. (2010). A hermeneutic interpretation of civic humanism and liberal education. *Philosophy and Rhetoric*, 40 (2), 189-200.
- Bellamy, C, & Weinberg, A., (2006). Creating global citizens through study abroad. *The Journal of the New England Board of Higher Education*, 21(2), 20-21.
- Braskamp, D.C., Braskamp, L.A., & Gillespie, J., (1999, Fall). Evaluation and study abroad: Developing assessment criteria and practices to promote excellence. *Frontiers Journal: The Interdisciplinary Journal of Study Abroad*, 5, 101-127.
- Biederman, J., Faraone, S. V., Keenan, K., Knee, E., (1990). Family-genetic and psychosocial risk factors in DSM-III attention deficit disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 29, 526-533.

- Borton, T. (1970). *Reach, touch, teach: Student concerns and process teaching*. New York: McGraw-Hill.
- Brown, T.E. (2000a). *Attention-deficit disorders and comorbidities in children, adolescents, and adults*. Washington D.C.: American Psychiatric Press.
- Brown, T.E. (2000b). AD/HD: Predominantly the inattentive type. *Proceedings of the twelfth Annual C.H.A.D.D. Conference*. 114-119.
- Cao, W. (2011). Study abroad: Lessons learned on the road. *International Journal of Humanities and Social Sciences*, 1(13), 70-77.
- Chieffo, L., & Griffiths, L. (2004, Spring). Short-term study abroad: It makes a difference. *Institute of International Education Networker*, 2, 28-32.
- Common Core State Standards Initiative (2012). ELA Standards. Retrieved from <http://www.corestandards.org/the-standards>
- Denkla, Martha. "Learning disabilities and attention-deficit/hyperactivity disorder in adults: overlap with executive dysfunction." *Attention-Deficit Disorders and Comorbidities in Children, Adolescents and Adults*. Washington, DC: American Psychiatric Press, 2000. 297-318. Print.
- Deshazo-Barry, T., Grofer-Klinger, L., & Lyman, R. D. (2002). Academic underachievement and attention-deficit/hyperactivity disorder: The negative impact of symptom severity on school performance. *Journal of School Psychology*, (40)3, 259-283.

- Dessoff, A. (2006, March and April). Who's not going abroad? *International Educator*, 15(2), 20-27.
- Donnelly-Smith, L. (2009). Global learning through short-term study abroad. *Peer Review, Association of American Colleges and Universities*. 11(4), 12-15.
- Doyle, D., (2009, Fall). Holistic assessment and the study abroad experience. *Frontiers Journal: The Interdisciplinary Journal of Study Abroad*, 18, 143-155.
- Education Dynamics (2011). Part II: Living abroad. Retrieved from:  
[http://www.studyabroad.com/pages/sitecontent/student\\_guide\\_two.aspx](http://www.studyabroad.com/pages/sitecontent/student_guide_two.aspx).
- Flick, G. L. (2002). *How to reach and teach to teenagers with ADHD*. West Nyack, NY: The Center for Applied Research in Education.
- Ferster, C., Skinner, B. (1957). *Schedules of reinforcement*. New York, NY: Appleton-Century-Crofts.
- Gardner, H., (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- The Global Routes. (2011). Global routes high school programs. Retrieved from  
[http://www.globalroutes.org/hs\\_main.htm](http://www.globalroutes.org/hs_main.htm)
- Gulleckson, N. L., McCambridge, J., & Tucker M. L. (2011, October). Assurance of learning in short-term, study abroad programs. Paper presented at the meeting of Academic and Business Research Institute, Las Vegas.

- Hadis, B. F. (2005, August). Why are they better students when they come back? Determinants of academic focusing gains in the study abroad experience. *Frontiers Journal: The Interdisciplinary Journal of Study Abroad*, 11, 57-70.
- Hechtman, L. (2000). Subgroups of adult outcomes of attention-deficit/hyperactivity disorder. In T.E. Brown (Ed.) *Attention-deficit disorders and co-morbidities in children, adolescents and adults* (pp.437-452). Washington D.C.: American Psychiatric Press.
- Hopkins, R. J., (1999). Studying abroad as a form of experiential education. *Liberal Education*, 85(3), 36-39.
- Ingersoll, B. D., & Goldstein, S., (1993). *Attention deficit disorder and learning disabilities*. New York: Doubleday.
- Institute of International Education. (2010). Profile of U.S. study abroad students, 1999/00-2008/09. *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>
- Institute of International Education. (2010). Duration of U.S. study abroad, 1999/00-2008/09. *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>.
- Kelly, E. B., (2009). *Encyclopedia of Attention Deficit Hyperactivity Disorders*. Santa Barbara, CA: ABC-CLIO, LLC.
- Kolb, D. A. (1984). *Experiential Learning*. Englewood Cliffs, NJ: Prentice Hall.

- Koplewicz, H. (2002). Managing social skills all day, every day. Examining the I.M.P.A.C.T. of the effects of AD/HD on the social development. *Attention*, 8(5), 25-27.
- Law, A., & Mennike, S., (2007, Fall/Winter). A notion at risk: Interrogating the educational role of off-campus study in the liberal arts. *Frontiers Journal: The Interdisciplinary Journal of Study Abroad*, 15, 81-93.
- Lavoie, R. (1994). Tales from the road: What's going on out there? Proceedings of the Sixth Annual C.H.A.A.D Conference. 133-159.
- Lehigh Psychological Services. (2007). Executive functions and ADHD. Retrieved from: [http://www.lehighpsych.com/art\\_adhd.htm](http://www.lehighpsych.com/art_adhd.htm)
- Litner, B. (2003). Teens with ADHD: The challenge of high school. *Child and Youth Care Forum*, 32(3), 137-158. DOI: 10.1023/A: 1023350308485.
- Litner, B. (1999). Understanding attention deficit disorder and learning disabilities: Considerations for child and youth care workers in schools. *Journal of Child and Youth Care*, 14, 29-42.
- Maslow, A. (1987). *Motivation and personality*. New York: Harper and Row, Inc.
- McDaniel, T. (1984). Developing the skills of humanistic education. *Educational Leadership*, 41(8), 71-74.
- NAFSA: Association for International Educators. (2011). Retrieved from [http://www.nafsa.org/about.sec/organization\\_leadership/](http://www.nafsa.org/about.sec/organization_leadership/)
- Piaget, J., & Inhelder, B. (1969). *The psychology of the child*. New York: Basic Books.

- Parker, H. (1999). *Put yourself in their shoes*. Plantation, FL: Specialty Press.
- Paulsen, M., Pascarella, E., & Salisbury, M., (2008). To see the world or stay at home: Applying an integrated student choice model to explore the gender gap in the intent to study abroad. *Association for the Study of Higher Education*, 51(7), 615-640.
- Pliska, R., Carlson, C., Swanson, J. (1999). *ADHD with co-morbid disorders*. New York, NY: The Guilford Press.
- Rafalovich, A. (2004). *Framing ADHD children*. Lanham, MD: Lexington Books.
- Richard, M. J., (2001, Fall). Novices in the field: Filling in the meaning of continuum. *Frontiers Journal: The Interdisciplinary Journal of Study Abroad*, 7, 95-119.
- Rotary International (2011). Retrieved from <http://www.rotary.org/en/AboutUs/RotaryInternational/GuidingPrinciples/Pages/default.aspx>
- Santenello, C., & Wolff, L., (2008, Fall/Winter). Designing assessment into a study abroad course. *Frontiers Journal: The Interdisciplinary Journal of Study Abroad*, 15, 189-195.
- Spencer, S. E., & Tuma, K. (2002). *The guide to successful short-term study abroad*. Washington D.C.: NAFSA, Association of International Educators.
- Sternberg, R. J., Wagner, R. K. (1985). Practical intelligence in real world pursuits: The role of tacit knowledge. *The Journal of Personality and Social Psychology*, 49(2), 436-458.

The Where There Be Dragons. (2010). Where there be dragons course design.

Retrieved from <http://wheretherebedragons.com/whydragons.course.html>

Vygotsky, L., (1978). *Mind in society: The development of higher psychological processes*. London, UK: Harvard University Press.

Zucka-Scott, Laura (2010). Know thyself: the importance of humanism in education.

*International Education*, 40(1), 32-38.

Zeigler Dendy, C.A. (2000). *Teaching teens with ADD and ADHD*. Bethesda, MD:

Woodbine House.