Session/Workshop Title: Begin With the Outcomes: Building a Learner-Centered Faculty-Led Program

Lead Contact: Ann Hubbard

Organization: AIFS Study Abroad

Who is the primary target audience for your proposed workshop or session? Faculty, It is hard to name a primary audience here! There is relevance for all campus-based staff and for other providers as well.

Describe specifically how and why this session is relevant to your target audience:
Our session will address best practices as they relates to the campus-based and provider collaboration needed to develop programs that establish relevant student learning outcomes and course objectives. We will supplement PCC’s model of faculty development and program engagement with the discussion about how providers can play an important role in on campus faculty development. We will use a holistic approach to program development and pedagogy, while demonstrating how basic group travel arrangements must be taken into consideration as well.

How are you bringing a variety of perspectives to your session? What makes the organizations or representatives involved diverse?
The presentation team for this proposal represent providers and institutions. Anne F. brings a perspective from the community college and a “Pacific Northwest” point of view. Darin focuses on access, equity and inclusion in education abroad. Ann H. has worked on curriculum and assessment with AIFS, a provider programs. We bring a diverse set of background and experience to this session to enable conversation around wholistic approaches to faculty-led programming.

Are you open to partnering with others to create your proposal? In some instances, the Committee may request to combine sessions or workshops to better serve the needs of attendees. Maybe

Is your proposal a session or a workshop?
We are willing to consider a workshop if that is helpful in your planning.

Please provide a description for your proposal. What is the structure? What are your primary goals? What outcomes do you hope to achieve?
Learner outcomes should drive the design of faculty-led programming from the very start. Careful decisions about scheduling, pacing and itineraries are crucial to the success of the program – become crucial in achieving the academic objectives – and require a high level of collaboration from the start between provider, faculty and education abroad professionals. This session will address the planning factors that should be taken into account while keeping the learning outcomes of the program in mind. Information on intercultural competence, tips for ways to build in student reflection, and resources that can help promote critical thinking will be shared.

Session Objectives:
SYMPOSIUM ON INTERNATIONAL FACULTY-LED PROGRAM

• Understand the role and responsibilities of program providers in supporting academic objectives of faculty-led programming

* Explore an example of a campus-based model for faculty development and support in teaching courses abroad.

• Overview models of intercultural competence in the context of student learning abroad

• Explore resources to help set & achieve realistic learner outcomes