

Webinar #1, Fall Semester 2019:

Study Abroad Offices as Academic Centers for Learning: Some Problems and Some Strategies

Dr. Annie Gibson, Tulane University

Thursday September 19, 2019, 1-2 pm Eastern time



Study abroad offices are uniquely positioned to provide pedagogical training in intercultural competency to key faculty and staff who guide students in experiential learning settings, not only before and during study abroad, but after they return to their home institutions. Annie Gibson became committed to this mission after years of working as a resident director for faculty-led semester programs in Cuba and Costa Rica and then making the transition into an on-campus learning-centered administrative role in the Tulane University Office of Study Abroad. The practical experience of working with students and facilitating their intercultural learning abroad coupled with her administrative and teaching experiences at Tulane have taught her both the potential that international education offices have to define and frame the undergraduate experience for their students, as well as the challenges that these same international educators often face in negotiating complex structures at their particular institutions.

This webinar is designed for those involved in the organization and delivery of international programs abroad, for faculty who teach courses abroad, and for international education offices tasked with preparing faculty members to engage in international experiences with students. As we have seen discussed in previous webinars, it is often a challenge to get study abroad faculty to include intercultural learning pedagogy in their teaching since such pedagogy usually falls outside of their areas of expertise. It is also often a challenge for international education offices to be recognized as academically-focused centers for learning when they fall outside of the structures of academic departments. In this webinar, we will explore ways that international education abroad professionals, be they staff, faculty, or administrators, can take a learning-centered approach to designing a study abroad curriculum that takes into account experiential and intercultural learning opportunities inside and outside of the classroom.

In this webinar, Annie will share early stages of her research on instructors' perceptions of the influences in student gains in intercultural competency during study abroad. She will then explore a variety of strategies for designing faculty-led international programs that embed intercultural learning content in all phases of program design and execution. And finally, this webinar will propose potential ideas for international offices who are implementing or would like to implement faculty training on global learning pedagogies

while navigating the pressures of administrative tasks and of meeting faculty as well as upper administration goals, inquiries, and demands.

Learning Outcomes: Participants will be able to:

- Identify connections between instructors' intercultural development and pedagogical practices and the effectiveness of student learning abroad
- Understand a potential model for faculty-led program design and possibilities for on-campus workshops and discussions for both new and veteran instructors engaged in intercultural learning curriculum;
- Share with colleagues practical strategies for implementing such instructor development while negotiating administrative demands and constraints.

About the Presenter

Dr. Annie Gibson is the Director of Study Abroad and an Administrative Associate Professor at the Center for Global Education at Tulane University where she leads Tulane's efforts to promote intercultural learning campus-wide. She has also worked in the assessment and evaluation of Tulane programs abroad and is a qualified administrator of the IDI.

Annie has taught a wide range of university courses in Latin American Studies, Spanish, Portuguese, and Intercultural Learning and has directed and taught study abroad programs in Cuba, Brazil, Costa Rica, Senegal, Dominican Republic, Spain, Sweden, and Denmark. She is the author of dozens of peer-reviewed chapters and articles and of two books: *Post-Katrina Brazucas: Brazilians in New Orleans* (UNO Press: 2012) and *Hispanic and Latino New Orleans: Immigration and Identity Since the 18th Century* (co-authored with Andrew Sluyter, Case Watkins and James Chaney, LSU Press: 2015 J.B Jackson book prize for contribution of the year to the historical and ethnic geography of the United States (Association of American Geographers).