

Welcome to The Forum on Education Abroad's Teaching and Learning Toolbox

Mary F. Price, Amelia J. Dietrich*

Reintroducing the Toolbox

The *Education Abroad Teaching and Learning Toolbox* (TLT) is a peer-reviewed, open access, teaching and learning repository dedicated to fostering the proliferation of evidence-based teaching in education abroad. The TLT publishes program profiles, teaching artifacts, reflective essays, and case studies that showcase and advance instructional excellence, innovation, and scholarly teaching from educators across the field of education abroad.

This outlet has been developed to expand access to program materials that align with The Forum on Education Abroad's (2023) *Standards of Good Practice* and which exemplify the principles of high impact educational practices (Kuh, 2008) in action. Further, we wanted to create a platform that would enable more educators—whether traditional faculty or instructional staff—to engage in reflective analysis of their work and contribute to an accessible body of instructional resources that could inspire and connect educators across institutions and organizations. We also hope the TLT will help contribute to the growth of evidence-based teaching in education abroad and provide a mechanism for faculty seeking to document their instructional efforts in education abroad as scholarly teaching. We can consider the TLT as a valuable tool in cultivating a healthy ecosystem for faculty engagement in education, as well as in creating a bridge between practice and empirical research on education abroad.

Two types of submissions are considered for the TLT (see [Supplemental Materials](#)). Program Model submissions are reviewed and, when merited,

* Corresponding Author: Amelia J. Dietrich, Senior Director of Research and Publications, The Forum on Education Abroad (dietrica@forumea.org)

accepted for publication by The Forum on Education Abroad's Teaching and Learning Committee. This Committee also reviews submissions for the Forum's [Award for Excellence in Education Abroad Curriculum Design](#), selecting the winner and finalists. This inaugural issue of the TLT includes five Program Model submissions: Neo et al.'s (2025), which won the 2024 Award; Mathien (2025) and Seilstad et al.'s (2025), both finalists for the Award; and Parker (2025) and Robertson Geibel (2025).

By contrast, Case Study submissions to the TLT provide an opportunity for practitioners, e.g., faculty and program leaders, to reflect on their teaching and learning practice in the context of a single program or course. A TLT Case Study is a reflective exercise where authors (i) examine the program or course through pertinent frameworks, theories, and/or assessment evidence; and (ii) illustrate engagement with evidence-based practices, novel approaches, scholarship of teaching and learning, and study abroad research. In short, a TLT Case Study exemplifies scholarly teaching in action, as illustrated in Cathorall et al.'s (2025) contribution to this inaugural issue. Case Study submissions to the TLT are typically reviewed by members of The Forum's Teaching and Learning Committee and/or external experts recruited on an ad-hoc basis.

New issues of the TLT are published annually. Colleagues involved in teaching or developing education abroad courses and programs are invited to share their innovations and critical reflections by submitting a Program Model or Case Study for consideration following the Guidelines outlined in the [Supplemental Materials](#). Program Model submissions made before September 15 of each calendar year are eligible for consideration for The Forum's Award for Excellence in Education Abroad Curriculum Design if all the (additional) requirements outlined in the [Guidelines](#) are included in the submission. Case Study submissions will be reviewed on a rolling basis.

Acknowledgments

The Forum on Education Abroad is pleased to thank the following members of the 2024-25 Teaching and Learning Committee who helped make this resource possible:

- Jeanette Owen, American Councils for International Education (Chair)
- Todd Goen, Independent Scholar and Consultant
- Madalina Akli, The University of Massachusetts Amherst

- James Illingworth, Institute for Study Abroad
- Stephanie Tilley, Prairie View A&M University

We are also thankful to our partners at *Frontiers: The Interdisciplinary Journal of Study Abroad* for lending their platform for publication of this new and improved Teaching and Learning Toolbox. This platform permits each entry in the TLT to be assigned a permanent Digital Object Identified (DOI), making them searchable and indexable across a wide array of scholarly databases and search tools. In addition, we appreciate the time and effort contributed by members of the *Frontiers* editorial team, who served as advisors to the TLT inaugural editor as we developed and piloted review processes for the first issue.

Supplemental Materials

Suppl. 1: [TLT Submission Guidelines](#)

References

- Cathorall, M., Peachey, A., & Najjuma, S. (2025). Assessing the Effects of a Study Abroad Program on Intercultural Awareness, Professional and Personal Perceptions, and Application of Discipline-Specific Knowledge. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 1(ForumEATLT1), 38–59. <https://doi.org/10.36366/frontiers.v1iForumEATLT1.1087>
- Kuh, G.D. & Schneider, C.G. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.
- Mathien, T. (2025). Supporting Children, Families, and Education: Combining Service and Experiential Learning to Prepare Preservice Teachers for Global Classrooms. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 1(ForumEATLT1), 19–25. <https://doi.org/10.36366/frontiers.v1iForumEATLT1.1057>
- Neo, P., Simon, C., Gonzalez, J., & Lawlor, C. (2025). Building a Study Abroad Program with Disability Access as a Foundation. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 1(ForumEATLT1), 1–11. <https://doi.org/10.36366/frontiers.v1iForumEATLT1.1049>
- Parker, J. (2025). Sketching Innovation: Bridging Art and Engineering in Hauts-de-France. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 1(ForumEATLT1), 26–31. <https://doi.org/10.36366/frontiers.v1iForumEATLT1.1066>
- Robertson Geibel, W. (2025). Bridging the Gap Between Professional Development and Global Citizenship Through International Internships. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 1(ForumEATLT1), 32–37. <https://doi.org/10.36366/frontiers.v1iForumEATLT1.1061>
- Seilstad, B., Nash, R., Myrick, N., Barker, W., Haqqani, S., Thomas Smith, K., & Eddouks, I. (2025). Uncommon Experiences: Comparative Religion Through Musical Co-Creation and Service-Learning. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 1(ForumEATLT1), 12–18. <https://doi.org/10.36366/frontiers.v1iForumEATLT1.1051>
- The Forum for Education Abroad. (2023). *The Standards of Good Practice for Education Abroad* (6th ed.). <https://www.forumea.org/standards-of-good-practice.html>

TLT Inaugural Editor

Mary F. Price, PhD, is an independent scholar-practitioner and consultant. An anthropologist with a PhD from Binghamton University, SUNY, and Master's in Latin American studies from the University of Florida, she brings over 20 years of higher education experience to her work. Most recently, she has served as director for teaching and learning at The Forum on Education Abroad. Mary brings a transdisciplinary lens to her work with faculty, students, organizations, and communities as a thought partner and critical friend to strengthen practice, deepen learning, and co-create actionable knowledge. Her scholarly interests include improving the practice of community-academic partnerships; the socialization and success of publicly engaged faculty as part of student success and broader impact initiatives; and cultivating inclusive institutional climates through integrative and engaged learning in global contexts.