

What's New: 2026 Education Abroad Teaching and Learning Toolbox

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Background

The *Education Abroad Teaching and Learning Toolbox (TLT)* is a peer-reviewed, open-access resource designed to advance evidence-based teaching in education abroad. It features program models, teaching artifacts, case studies, and reflective essays that highlight effective, innovative, and scholarly approaches to instruction across diverse global learning contexts.

Aligned with *The Forum on Education Abroad's Standards of Good Practice (2023)* and high-impact educational practices (Kuh, 2008), the TLT expands access to practical, adaptable teaching resources. It also provides a platform for educators—faculty and staff alike—to reflect on their work, share insights, and contribute to a growing community of practice.

The TLT serves two main purposes: promoting scholarly teaching by documenting and analyzing instructional practices in education abroad; and connecting research and practice by fostering dialogue and resource-sharing across institutions.

The TLT accepts two types of submissions. The first is Program Models, submissions that showcase exemplary program design and are peer-reviewed by The Forum's Teaching and Learning Committee, these submissions. Eligible submissions of this type may also be considered for the *Award for Excellence in Education Abroad Curriculum Design*. The second type is Case Studies, which are reflective analyses that examine a specific course or program using relevant frameworks, theory, and/or assessment data. Case studies demonstrate how evidence-based and innovative practices are implemented in context.

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The 2026 Volume

In this 2026 volume of the TLT, we are pleased to publish four Program Models and three Case Studies, including the winners of The Forum on Education Abroad's 2026 [Award for Excellence in Education Abroad Curriculum Design](#), Dr. Amy Frazier-Yoder and Dr. Matthew Beaky from Juniata College (see their program model [in this volume](#)).

On behalf of The Forum on Education Abroad, we would like to thank the following members of the 2025-2026 Teaching and Learning Committee. Their generous contributions of time and expertise helped make this resource possible:

- Briana Casey, University of North Carolina at Charlotte
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We are also thankful to our partners at *Frontiers: The Interdisciplinary Journal of Study Abroad* for lending their platform for publication of this 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. Finally, we appreciate the time and effort contributed by members of the *Frontiers* editorial team.

Publication and Participation

The TLT is published annually. Educators are encouraged to submit Program Models (by September 15 for award consideration) or Case Studies (accepted on a rolling basis) in accordance with submission guidelines.

To learn more about how to submit your program model or case study for consideration, please see the [Guidelines for Submitting Your Course or Program to the Education Abroad Teaching and Learning Toolbox](#) (Please note that procedures for submission have changed since the 2025 award submission deadline).

TLT 2026 Editor

Dr. Patricia (Pato) Lin-Steadman is the Director of Programs and Training at The Forum on Education Abroad. Born and raised in Argentina to Taiwanese parents, and then immigrating to the U.S. for college, Pato's entire life has been an experience in living, studying, and working in diverse cultures. Before joining The Forum, Pato worked at Student Affairs Administrators in Higher Education (NASPA) and held multiple roles in international education across three institutions. She has also taught university courses in cultural adjustment and English as a Second Language (ESL). Pato holds a B.S. in Elementary Education, an M.A. in International Studies, and an Ed.D. in Educational Leadership. She is also a Certified Professional in Education Abroad.