

Williams, Tracy Rundstrom. (2018). *Learning Through a PRISM: Facilitating Student Intercultural Learning Abroad*. Fort Worth, TX: TCU Press. 128 pages.

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Over the past decade, researchers and educators in the field of international education have stressed the importance and the challenge of fostering intercultural learning in study abroad. Tracy Rundstrom Williams' book *Learning Through a PRISM* (2018) joins a growing body of scholarship on this topic by offering readers the PRISM framework, a practical toolkit to facilitate and measure the goals of intercultural learning. PRISM (an acronym that stands for *Get Prepared, Make it Relevant, Get Involved, Make Sense, and Make it Matter*) is derived from Williams' own extensive experience in international education as well as from leading scholarship in the field of intercultural studies and pedagogy. It usefully blends theoretical foundations with practical advice to, essentially, bridge the "disconnect between what students *could* learn from study abroad and what they *actually* learn" (Williams, xii). The book begins by defining the notion of intercultural competence, goes on to explain how the PRISM framework is grounded in general theories of learning, and concludes with various practical applications.

Learning Through a PRISM consists of three chapters with interlinked foci. The first chapter, "Building the Theoretical Foundation for Learning Outcomes," explores the notion of intercultural competence. Drawing on Darla Deardorff's work on this topic and the Intercultural Knowledge and Competence VALUE Rubric devised by the Association of American Colleges and Universities (AAC&U), Williams identifies seven key characteristics of intercultural learning. Each characteristic is elaborated upon and explained in order to lay a solid foundation for the chapter to follow. The full AAC&U Rubric is usefully reprinted in the book alongside an instructive glossary of key intercultural terms.

The second chapter, "Building the Pedagogy to Achieve Learning Outcomes," introduces the PRISM concept and explores its relation to other pedagogical models. Williams aptly acknowledges that "unstructured experiences . . . are the hallmarks of study abroad," but that "structure [*is*] needed for learning" (38). Learning theory provides this underlying structure. The PRISM framework incorporates elements from three specific learning theories, namely Kolb's Experiential Learning Theory, Bloom's Taxonomy, and Fink's Significant Learning Model. Interestingly, although Williams makes several mentions of "transformative learning" in her book, she does not mention transformative learning theory specifically.¹ The PRISM may have been further strengthened by situating it within, and perhaps even positioning it against, a wider range of pedagogical frameworks.

¹ See Jack Mezirow. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.

The third chapter addresses what is arguably this book's greatest contribution. Titled "How do I apply the PRISM? Building a Cache of Materials and Strategies for Developing Student Learning," this chapter provides several different examples of how to use the PRISM to achieve learning outcomes. It includes a wealth of teaching resources, from print books and digital texts to guides for educators on how to create student assessments and rubrics. Williams' selection of audio-visual resources for teaching are especially refreshing (for example, Chimamanda Ngozi Adichie's TED Talk, "The Danger of a Single Story"), given both the interdisciplinary relevance of the content (this could be used as a supplemental resource in almost any study abroad course, regardless of academic focus), and the increasing appeal of this mode to students in the digital age.

The book concludes with three appendices containing resources that address the educator, the administrator, and the student respectively. In appendix A, Williams shares her own syllabus for a course on Intercultural Learning, while appendix B shows readers how to use the PRISM methodology outside of a traditional class-based setting and expands the relatability of the content to the full study abroad process—from promotion of the program to pre-departure and orientation, and all the way through to re-entry (117-123). Appendix C offers printable templates and handouts for convenient distribution to students.

Williams' choice of "PRISM" as the acronym for her method should be highlighted as it is a term that aptly describes the process of learning she promotes: "Like the multifaceted object that changes the direction of light waves to produce a colorful refraction, the PRISM pedagogy changes the nature and direction of students' experiences to provide a more nuanced and vibrant understanding" (xv). By linking together a summary of intercultural learning goals, a variety of pedagogical methods, and wide-ranging teacher- and student-oriented resources, she provides a useful guide to enhance students' intercultural learning. Williams' book is a valuable resource for educators, faculty, administrative staff, and study abroad professionals alike.

Pasquarelli, Susan Lee, Cole, Robert A., and Tyson, Michael J. (eds.) (2018). *Passport to Change. Designing Academically Sound, Culturally Relevant, Short-term, Faculty-led Study Abroad Programs*. Sterling, VA: Stylus. 256 pages.

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Passport to Change, edited by Pasquarelli, Cole, and Tyson (2018), provides an insightful guide to designing short-term, faculty-led study abroad programs that will be of special interest to international educators. The contributions by administrators and by the faculty who develop and lead programs abroad focus on curriculum design that can shift the mindset of those traveling abroad from being a tourist to becoming a sojourner, i.e., someone who resides temporarily abroad, engages in authentic social interactions, and begins to experience an acculturation process. Organized in three parts, the chapters take the reader from a basic overview of planning, designing, and implementing a study abroad curriculum to specific curriculum design components and case

studies. The volume concludes with chapters on marketing, in-country logistics, and critical preparation for intercultural encounters.

Passport to Change complements the existing literature, such as the well-regarded *Guide to Successful Short-Term Programs Abroad*, a NAFSA publication now in its third edition, by offering a special focus on faculty-led programs and student-centered course design that integrates academic content with intercultural learning. While the NAFSA publication is more comprehensive and systematic in presenting the nuts and bolts of overall program development, *Passport to Change* speaks more directly to faculty by focusing on curriculum design.

Part Two forms the core of the volume. It connects the theory and practice of course design and delivery and contains the most relevant insights for faculty intending to design new curricula or revise an existing short-term study abroad experience. This part offers five case studies from different disciplines (STEM, humanities, and social sciences) that showcase distinctive approaches to learning abroad (e.g., field study, internship, interdisciplinary study, service-learning). Each case study, written by the faculty who designed and led the program under discussion, demonstrates how academic curricula can be integrated with intercultural learning to develop rigorous and culturally rich study abroad experiences. Part Two also highlights the role of student-centered pedagogy and points to the significance of including pre-departure and re-entry sessions as part of the study abroad curriculum. The chapter on reflective practices (Savicki and Price) makes clear that intercultural learning in culturally embedded curricula requires the thoughtful development of reflection skills prior to departure as well as during and after the study abroad experience. With that, the authors encourage readers to consider the need for conversations about intercultural sensitivity and the role of feedback and metacognition to provide students with the tools to think critically about their experiences and positionality. The chapter on assessment by Deardorff moves beyond traditional discussions of pre- and post-assessment and challenges readers to examine what student learning in a culturally relevant program abroad means. Deardorff identifies personal growth as an outcome of a study abroad experience and suggests learning contracts to encourage students to become stakeholders in their own intercultural and personal development journey.

Part One, consisting of only one chapter, provides an overview of all aspects of designing, planning, and implementing a study abroad program and introduces faculty who may be new to leading study abroad programs to the wide range of considerations and stakeholders that are part of the process of developing a study abroad experience. The three chapters of the final section (Part Three) deal with program marketing, intercultural learning during pre-departure meetings, as well as challenges of intercultural encounters on the ground. The final chapter of this third part, with its focus on framing or narrating the study abroad experience, reminds readers that all intercultural experiences require critical reflections on our own position, expectations, and the stories we tell about our experiences.

While the information included in this volume is rich and informative, the book has two drawbacks. The first is the organization and sequencing of the chapters. The organizational structure of the volume is at times hard to follow, and it is not clear why certain chapters appear in Part Three (implementation) instead of Part Two (curriculum design). Case studies usually follow a general discussion of the principles that they illustrate, but that is not always the case here. The

other drawback is that contributors, with the exception of Deardorff, Savicki, and Price, represent only two institutions. A broader range of contributors from a diverse group of institutions might have illustrated how different campus cultures and institutional structures influence study abroad practices and pedagogy.

In the end, what stands out very positively overall is the editors' effort to make the book easily accessible to its readers. The personal narratives and testimonials written by faculty in the case studies draw in the reader and convey an enthusiasm that is encouraging to would-be faculty leaders. Many chapters offer tables and figures that summarize relevant information in a short and concise overview, and several contributors share their materials ranging from packing lists and reflection questions to learning outcomes. What excites me most about this text is that it could be used as a guide for conversation and collaboration among many study abroad and intercultural-learning stakeholders across campus, including faculty developers from teaching centers and staff from offices in student affairs that focus on intercultural learning and student development. Highlighting the value of the academic study abroad curriculum in conjunction with culturally relevant experiences points to the significance of seamless learning opportunities that connect formal learning in a discipline in authentic ways to real-life experiences.