



Excellence in Education Abroad Curriculum Design Award Reflective Essay

Instructions:

The Reflective Essay is a key component of a complete nomination package for [The Forum's Excellence in EA Curriculum Design Award](#) (The Award). It is also a required component of any Program Model submission to [The Forum's Education Abroad Teaching & Learning Toolbox](#) (The Toolbox), published by [Frontiers: The Interdisciplinary Journal of Study Abroad](#).

For consideration for both The Award and The Toolbox, a complete nomination must include:

1. A complete and submitted Course Profile Form,
2. A Reflective Essay; and
3. Program/Course Artifacts, minimally the syllabus, itinerary, *and* signature assignment.

While the Course Profile Form must be completed and submitted online [here](#), both the Reflective Essay and the Program/Course Artifacts must be submitted through [Frontiers: The Interdisciplinary Journal of Study Abroad](#).

For consideration only for The Toolbox, a complete submission must include:

1. A Reflective Essay; and
2. Program/Course Artifacts, minimally the syllabus, itinerary, *and* signature assignment.

Both the Reflective Essay and the Program/Course Artifacts must be submitted through [Frontiers: The Interdisciplinary Journal of Study Abroad](#).

NOTES:

- If you indicate in the nomination/Course Profile Form that you want your submission considered for online publication in The Toolbox (in addition to The Award), note that your Reflective Essay will be published alongside your submitted course materials.
- The Toolbox site is undergoing a major transition in summer and fall 2024. If you encounter issues or have a question about the process, contact Mary Price at pricemar@forumea.org.

Style and Formatting:

Essay Length: between 500-1,500 words.

Title, Abstract, and Keywords

All Reflective Essays submitted to The Toolbox must include a title, an abstract of no more than 150 words, and a list of up to five keywords that can be used to find the published material. This information should be included in the online submission form, and it should appear on the first page of the submitted document. Upon acceptance, authors will be invited to submit a translation of the abstract into a second language of their choice for publication.

Your article title, keywords, and abstract all contribute to its position in search engine results. Your choices directly affect the number of people who see your work. You may find these [tips on how to help readers find your work of assistance](#).

Formatting:

- Submit in an Editable Word (or compatible) format version.
- Times New Roman should be used, at a size of 12 pt.
- Double-spaced
- Page numbers should be used.
- Include Table at the top of pg. 1 (see example below)
 - Your name and the names of any other collaborators to be credited with this course/program
 - Course Name and Number
 - Content Focus, Field or Discipline
 - Credit Bearing (Y/N)
 - Program Level (Graduate, Undergraduate, Professional, Blended)
 - Program Duration (Short-term, Quarter, Semester, Year+)
 - Onsite and/or Virtual Location(s)

Table 1. Sample Table to include.

Program Leader(s)/Course Developer(s):	First, Last; First, Last, etc.
Course Name and Number:	Youth Social Movements in Cross Cultural Perspective, ANTH 374
Content Focus, Field or Discipline:	Anthropology
Credit Bearing	Yes
Program Level	Blended Undergraduate and Graduate
Program Duration	Short-term
Onsite Location(s)	Rabat, Morocco; Marseilles, France
Reflective Essay Title	[insert title here]
Abstract	[insert text of abstract here]
Keywords	[insert; keywords; here; separated; by; semicolons]

Your reflective essay begins here.

Content:

The information provided below is intended to help you plan and prepare your response.

PROMPT:

Education abroad is recognized as a high impact educational practice (Kuh, 2008); the quality of a HIP, however, on learner engagement and outcomes is linked to how it is designed, implemented and assessed.

In reflecting on the design of your education abroad course/program, discuss how it models characteristics of a high impact practice [see list in Table below].

As part of your response, make sure to:

- Provide an overview of your course that includes background on its development, the location and type of program.
- Describe the key learning objectives and the ways you assess student outcomes.
- Address an element of your course/program's design, location, focus, student population that are unique or break new ground in education abroad at your institution or in your discipline/profession. Is there something about this course that you are particularly proud of and/or that has been particularly challenging that you have found constructive ways to navigate with learners or educational partners?
- Discuss how your design integrates intentional engagement with the location(s) involved, its unique assets and/or peoples.
- Discuss a strategy, activity or assignment that you have integrated into the curriculum that challenges and supports participants' understanding of the onsite context (e.g. social, historical, political, economic, linguistic, cultural, environmental).
- Discuss steps you have taken to engage participants to extend their learning upon return.
- Provide concrete examples from curricular and co-curricular programming (e.g., orientation, assigned readings, excursions, and guest speakers) that model inclusive pedagogy and foster participant engagement with a diversity of perspectives and lived experiences.

In addition to addressing HIPs in the essay, you are encouraged to draw explicit connections, where relevant, to The Forum on Education Abroad's [Standards of Good Practice in Education Abroad](#), [The Code of Ethics](#) or other relevant frameworks when they informed your particular design.

Table 2. Characteristics of a High Impact Practice (after Kuh, 2008)

- Performance expectations set at appropriately high levels
- Significant investment of time and effort over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are expected to and must contend with people and circumstances that differ from those with which students are familiar
- Provide learners with frequent, timely and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence

Kuh, G. (2008). [High-impact educational practices: What they are, who has access to them, and why they matter](#). American Association of Colleges & Universities, Washington, D.C.