



Journal on Excellence in College Teaching

Celebrating 39 Years of Presenting and Publishing the Scholarship of Teaching and Learning

Center for Teaching Excellence

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CALL FOR MANUSCRIPTS

SPECIAL ISSUE ON

“EDUCATION ABROAD, CURRICULUM, AND STUDENT LEARNING OUTCOMES”

Guest Editor

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University of Nebraska

[Deadline for Submissions:](#)

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Education Abroad has grown in popularity around the world, and it is estimated that more than four million students study outside of their home country each year. As the number of students studying abroad has increased, so have the formats and forms of curriculum that support student learning abroad. In addition to full-time enrollment at other universities, students now have opportunities to study abroad with faculty from their home university, participate in internships and overseas research, or enroll at program centers where courses are taught in their home language or the language of their host country. A variety of models have been developed to guide students in their intercultural and interpersonal development. Many colleges and universities assess the impact of education abroad experiences on student learning outcomes, including career development.

This special issue of the *Journal on Excellence in College Teaching* seeks original manuscripts on curricular models for education abroad with an emphasis on intentional efforts to assess outcomes for students who study or intern abroad. To this end, the *Journal* is seeking articles from those who teach students in any phase of the education abroad process (before, during or after) and from those who seek to measure or assess student learning outcomes, including career development. Articles on successful programs are encouraged, but should address the transferability and applicability of programmatic strategies to other contexts and different kinds of institutions.

Potential topics for this issue include, but are not limited to:

- Curricular design for education abroad courses or programs and intentional efforts to assess student learning through such courses or programs
- Design and assessment of student learning outcomes for education abroad programs
- Assessment of various impacts of education abroad experiences on student development outcomes, including career development, GPA, time-to-degree, or other measures
- Innovative models for pre-departure orientation or preparation of students
- Design of courses or activities to facilitate intercultural competence development of students
- The design of professional development for faculty who lead education abroad programs

- The design of professional development for education abroad advisors, professional advisors, and others who work with students on-site or on their home campus
- Outcomes of professional development programs for faculty and/or advisors

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MANUSCRIPT PREPARATION GUIDELINES

Content

Accepted for publication are papers on college and university teaching that demonstrate scholarly excellence in at least one of the following categories:

Research: Reports important results from own experience or research; describes problem clearly; provides baseline data; explains what researcher has done and why; and provides results.

Integration: Integrates research of others in meaningful way; compares or contrasts theories; critiques results; and/or provides context for future exploration.

Innovation: Proposes innovation of theory, approach, or process of teaching; provides original and creative ideas based on results of research by self or others; and outlines proposed strategy for testing effectiveness of ideas.

Application: Describes and assesses exemplary practice, for example, in one's own course, informed by theory and the literature; includes applied research and research that confirms or challenges previous outcomes.

Papers appearing in the *Journal* may be interdisciplinary or specific to one or a group of disciplines, and may address a general or specific audience.

Review Process

Manuscripts are reviewed first by the editorial staff. Those that are appropriate for the *Journal* are sent to at least two experts in teaching scholarship, particularly in the writer's discipline or subject area. All reviews are "blind," that is, without identifying the author(s) to the reviewers. Reviewers are encouraged to write comments for the author(s). Editorial feedback and/or reviews are provided to authors for all manuscripts.

Articles may be rejected or accepted outright, or accepted with a request for revision. In some cases, articles requiring major revision (such as including an additional year's results) are not officially accepted or rejected, but will be reconsidered when revised.

Format

Please prepare your manuscript according to APA format as described in the *Publication Manual of the American Psychological Association*, Sixth Edition. The main points to remember are the following:

- Include an abstract of 100 words or less. See pages 25-27 of the *APA Manual* for guidance on how to write a good abstract.
- Citations appear in a references section at the end of the manuscript. See pages 193-224 of the *APA Manual* for the formats for different types of reference material. Only and all sources cited appear in the references section. Suggested readings may be listed in a separate bibliography.
- In the text, sources are cited by author(s) and date, and by page numbers for direct quotations. See pages 169-192 of the *APA Manual* for citation formats.
- Manuscripts submitted should average 20 to 25 double-spaced pages. Excessively long manuscripts usually can be reduced without damaging quality.
- Many reviewers tell us that tables, figures, and charts are effective ways to replace dull text and that examples and stories help capture the reader's interest. Please use active voice.
- When you describe new approaches and programs, please include evaluative information. If you have not run a controlled study with pre- and post-tests, describe what next steps should be taken to confirm your findings.

Submission Requirements

To submit a manuscript or to subscribe, visit the *Journal* website at www.MiamiOH.edu/ject/. For further information, contact:

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