

**Continuing the Momentum:  
Supporting Returned Study Abroad Students to  
Enhance and Articulate their Experience**

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# Session Plan

Theoretical Framework

Activity – Analysis of Needs

The story of CSER3030

Activity – Ship of Theseus

Activity – Autobiography of Intercultural Encounters

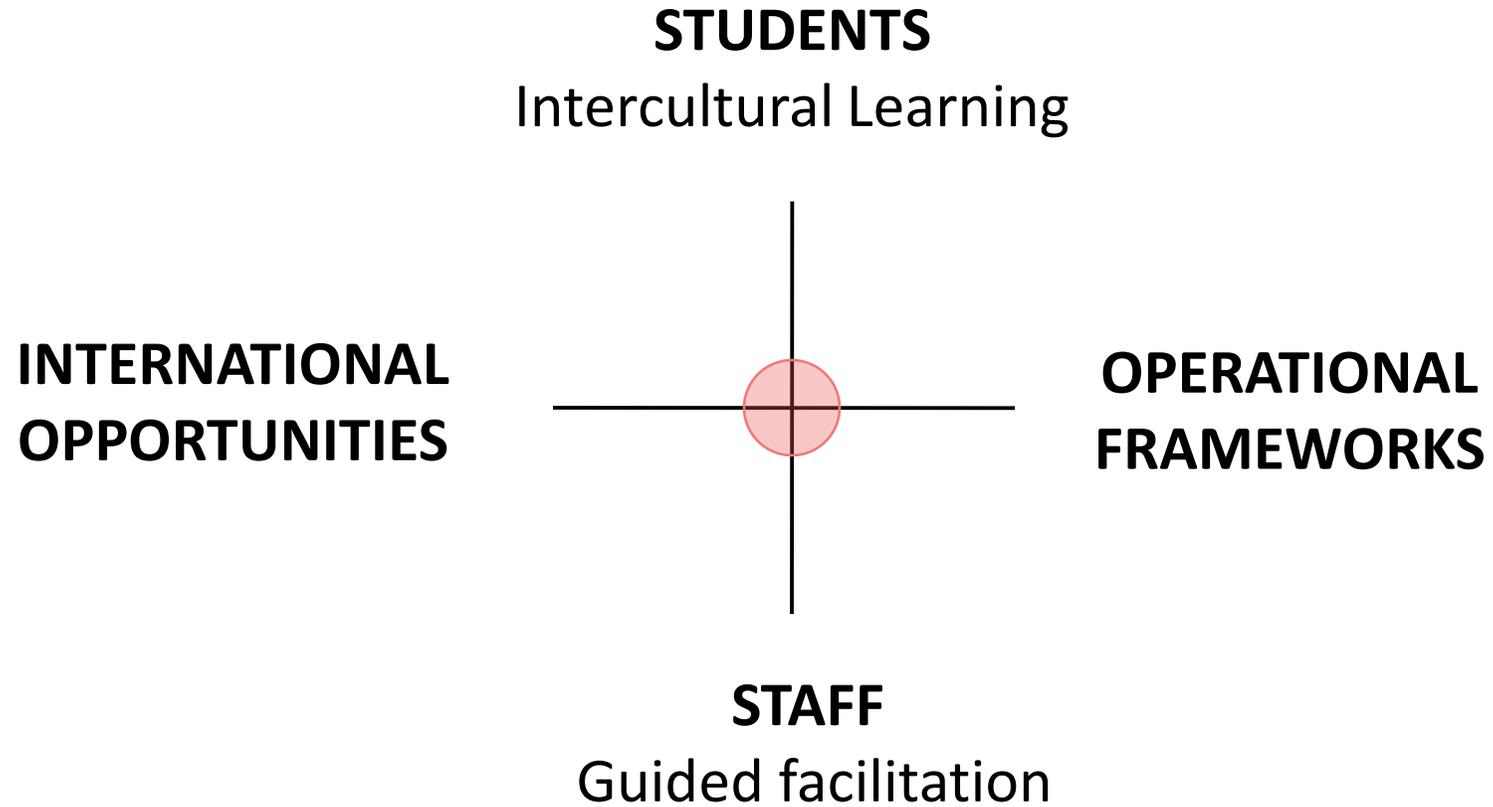


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# Theoretical framework



Experiential learning needs to be both academically recognised and operationalised.

Opportunities, operations, facilitation and learning all need to come together to provide a framework and road map for conceptualising and implementing experiential learning.

## Activity

<b>What support do students need when they return from an Erasmus+ placement?</b>	<b>Who is responsible for providing this support?</b>
<ul style="list-style-type: none"><li>• Reintegration to UK University life</li><li>• Dealing with reverse culture shock</li><li>• Articulating the skills and experiences international mobility has provided to students with employers</li><li>• Providing specialist careers advice for students with global experience or ambitions</li><li>• Celebrating students' experiences abroad</li></ul>	<ul style="list-style-type: none"><li>• Careers centre</li><li>• Counselling service</li><li>• Year Abroad tutors</li><li>• Programme Directors</li><li>• International Office</li></ul>

## Building the Module: Our Mission

- Challenge of post experience transition “back”
- Limited opportunity to reflect/articulate/share
- Abrupt ending “I felt like I had been through a tornado and no-one else saw it”

Continuing the Momentum: Articulation and Demonstration

## Articulation and Demonstration

- What can you learn from failure?
- Shadow CV
- Bank of achievements
- Values and norms
- 'Culture'
- Create safe place and share your story

## Introduction to LITE Project

### Experiential learning

How is experiential learning academically recognised and operationalised during the re-entry stage?

### Questions

What transitional support do students need when returning from their Year Abroad?

How do students articulate the skills they acquired during their Year Abroad?

How does this learning fit into the programme and become recognised by our academic colleagues?  
(assessed learning outcomes?)

### Curriculum gap

## CSER3030 Your Study Abroad Year: Valuing and Articulating the Experience

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<b>Module</b>	<b>Objectives</b>	<b>Learning Outcomes</b>
<ul style="list-style-type: none"><li>• Final Year</li><li>• Semester 1</li><li>• 20 credits</li><li>• Seminars</li><li>• Elective</li></ul>	<ul style="list-style-type: none"><li>• Develop and apply a range of core skills (including group work, research, critical thinking, networking and independent review) in order to articulate their experience in the context of their personal and professional development</li><li>• Explore and relate concepts of culture and identity to their experience</li><li>• Share their experience and learning with students and staff at the University of Leeds, and contribute to a legacy that will inform future study abroad year recruitment</li></ul>	<ul style="list-style-type: none"><li>• Reflect in a sophisticated way on personal development and make that reflection accessible to others</li><li>• Research questions of culture, identity and behaviour in relation to their placement / study abroad contexts</li><li>• Critique diverse contexts of study, work and living, and apply that critique to their personal choices and plans</li><li>• Demonstrate ethical and intercultural awareness</li></ul>

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## Key Themes

- **Identity** (Hinchliffe & Jolly/Goffman/Jenksin/Cohen)
- **Transition** (Mezirow/Freire)
- **Intercultural competence** (Deardorff/Hofstede)
- **Culture** (Holliday)
- **Coping strategies** (Jackson)
- **Stereotypes and unconscious bias**
- **Values and norms**
- **Link between self and commercial awareness**

## Assessment Aims

- Integration of academic research and in-depth self reflection
- Critical evaluation of experiential learning
- Individual exploration of theories that resonate
- Holistic application of learning to enhance understanding of self

## Assessment Tasks

1. Group presentation: *Epitomizing your study abroad/placement year*
2. Resource development: *Critiquing cultural differences* (1500 words)
3. Essay: *Describing your multi-faceted identity* (2500 words)

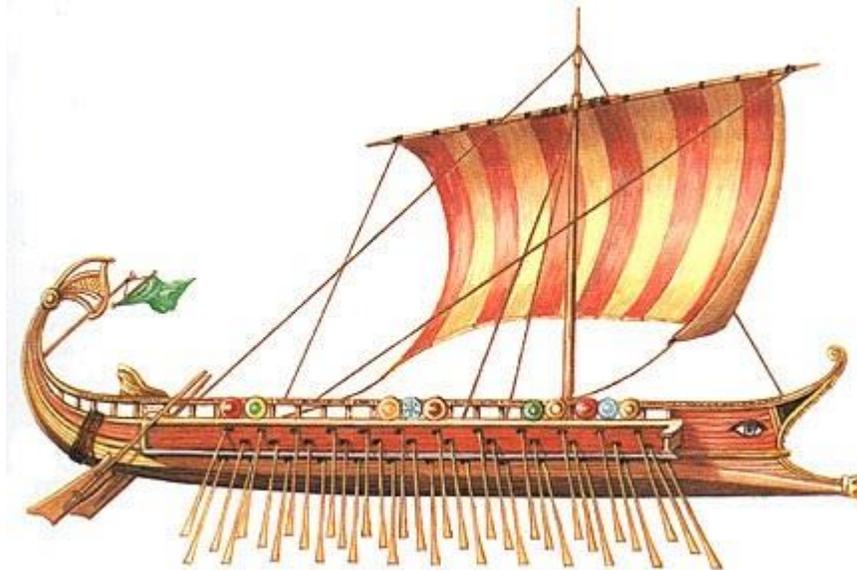
## Activity

### ***Before and After: The Dilemma***

“In this activity, participants choose a symbol to explore the concept of identify over time and across space. In philosophy, identity is a dilemma. If something really changes, it cannot be the same thing before and after the change; if it is the same before and after the change, nothing has really changed.

This activity invites participants to explore the notions of identity and change in time and in space and to discuss whether and how change affects their own values and belief frame of reference as they move across cultures.”

**The Ship of Theseus** is a classical philosophical puzzle about personal identity.



# Student Feedback

<b>Student Feedback</b> <i>(17 responses 16/17)</i>	1 Strongly agree	2 Agree	3 No opinion	4 Disagree	5 Strongly Disagree
Overall, I am satisfied with the quality of the module.	12	5			
I was fully engaged with this module.	11	5	1		
The teaching on this module was of a high standard.	12	4	1		
Teaching staff were enthusiastic about the module.	17				
The module content was intellectually stimulating.	7	9	1		
Support materials and resources were of a high standard.	9	6	1	1	
Sufficient guidance was available from the teaching staff.	15	2			
The feedback on written work was useful	11	6			
<b>SUMMARY</b>	<b>94</b>	<b>37</b>	<b>4</b>	<b>1</b>	

## Student Feedback

I definitely feel I am well on the way to bridging the gap between where I was 'post study abroad' and where I want to be in terms of a graduate.

I feel I better understand and appreciate the psychological elements of my experience.

**It helped me by allowing me to talk about my experiences upon return compared to losing touch with the experiences I had, and so feeling like the whole experience didn't really happen.**

Definitely a useful and enjoyable module and helpful for transition to a graduate and applying/understanding development.

Being able to articulate the value of study abroad has been valuable to my work.

It is my favourite module of my degree so far. I have loved the content, class interaction, support from the tutors and I have felt really able to relax and enjoy the module.

## References

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