

A module-based approach to foster and document the intercultural process before and during the residence abroad

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This article contributes to the debate on what form of preparation and support can enhance the intercultural student experience during the Year Abroad. It presents a credit-bearing and multi-modal module at a UK university designed to both prepare students prior to departure through a series of workshops and activities on an e-portfolio and help them engage in meta-reflection on intercultural issues during their stay. The presentation of the curricular components of the course and instances extracted from student blogs are contextualised within theoretical considerations on intercultural education and a holistic approach to student development. The longitudinal evolution of the module is presented in the context of an iterative approach leading to a cycle of revisions and amendments. With its pragmatic stance this article aims to address one of the concerns recently expressed about intercultural education, namely that although intercultural theories are suitably incorporated in the latest thinking on communicative competence, there is a lack of evidence-based practice.

Keywords: intercultural; e-portfolio; holistic; reiterative approach

Introduction

Twenty-first century students are increasingly required to develop a global mindset which can be fostered through the internationalisation of the curriculum, multicultural encounters on campus and periods of international travel and education (Stonera et al. 2014). In the UK, where this study is based, the arguments put forward to encourage student mobility are often couched in terms of employability, as a way “to stand out on the job market” (British Council 2013). Among the developmental aspects sought, the ability to improve communication skills and foster intercultural development feature

centrally, as they also do in models of 'graduate attributes' (Ratz and Penman 2014). These 'attributes' or distinguishing features, embedded in the charters of many UK Higher Education stakeholders, describe the desired skills, abilities and attitudes of university graduates beyond the boundaries of disciplinary knowledge (Barrie and Simon 2004). The importance of enhanced communication and intercultural skills for the work place is borne out by research carried out in the employer community (British Council 2013). Students themselves study abroad for a variety of reasons and in the UK the main motivations were identified in terms of the ability to upscale education opportunities, experience adventure, and to prime an international career (Department for Business, Innovation and Skills 2010, 37). These are all reasons which collocate with novelty and difference and suggest that students who study abroad are positively orientated for embracing change. Enhanced intercultural competence, understood here as "the capacity of an individual to enact behaviors and activities that foster cooperative relationships with culturally (or ethnically) dissimilar others" (Kim 2009, 54) is explicitly featured as a desirable outcome of a period of study abroad. However, as pointed out by Coleman (1997) ten years after the inception of the Erasmus programme, this needs to be fostered and not taken as a necessary corollary, i.e. as a derivative of exposure to cross-cultural encounters, in particular during the pre-journeying phase. In the United Kingdom there is a wide variety of pre-departure programmes (Morgan 2012) and models of integration of the study abroad period in the degree structure. There are however few examples of approaches which combine practical preparation (i.e. dealing with the pragmatic aspects of assembling the right documentation and getting acquainted with salient cultural and institutional facts) with intercultural training (i.e. a personal orientation based on reflections on relational and interactional processes) for study abroad in an academic context.

This article examines the modular approach adopted at a Scottish university which is divided into two parts: in the pre-journeing phase, it is designed to prepare language students to studying abroad; in the second phase it aims to foster critical reflection at the beginning of their stay. This module takes place in the context of studies during which the learners need to acclimatize relatively quickly to a new cultural and academic environment which is an integral part of their four-year degree programme. An examination of the issues and challenges facing students when studying abroad and identified in literature is followed by a presentation of the way in which the module under study is embedded in a curriculum orientated towards sensitisation to cultural issues. This leads in turn to an examination of the rationale behind the module learning objectives and aspects of its pragmatic implementation including issues of assessment. The voices of students who have provided their consent are heard through examples of their reflective work and feedback on various aspects of the module. The pedagogical framework for this module is presented as part of an ongoing process of reflection and amendment in a feedback loop which aims to enhance student experience. Reflections on ways to improve training on intercultural competence are placed within the context of a holistic academic and personal learning journey. The contribution of this article to the academic debate lies in the presentation of practical experience through evaluation and reflection.

Theoretical framework

The year abroad, has been “a standard feature of UK language degrees” for several decades (Coleman 2004) and in the UK language students are more markedly involved in this experience as, for example, within the EU Erasmus scheme “the UK has the lowest share of students on degree programmes other than Modern Languages” (British Academy 2012). Throughout the UK provision varies greatly, partly due to differing

fees structures, and there are also variations in Scotland, which provides the context for this study and where, unlike in England, home and European students currently pay no fees. Since, as Benson et al. (2013) point out, the term 'study abroad' itself covers different realities throughout the world, we would like to specify that this article relates to the facilitation process afforded through a modular approach for students who study abroad at a university or a business school. These students carry out their academic study of a range of language and non-language subjects wholly or partly in the second language depending on the country of destination, on the host institution, and on the individual programme of study in single or dual honours degrees.

In order to contextualise the students' needs which have been identified and which the module objectives have sought to address, we will first review some of the challenges which students face in this context of academic and life transition and relate them to theoretical constructs.

For language students, the onus is on improving their linguistic competence during their stay but although they usually do so, mainly in pragmatic competence and general discursive ability (Collentine 2011); global research on Second Language Acquisition points to the fact that language anxiety stemming from linguistic insecurity is compounded by cultural differences (Allen and Herron 2003). Preparation on the cultural front is therefore essential, if only from a linguistic perspective, to raise awareness of potential semantic complexities as "so often surface meaning is nothing more than the stony outcrop of a great mass of cultural bedrock beneath" (Parks 1996, author's note).

Beyond the need to improve their sociocultural and illocutionary competence (Bachman 1990), there is also recognition that the 'whole person' needs to be taken into account in a holistic approach to the learning process, which "implies reaching beyond

one's own meanings in order to access the meanings of one's interlocutors" (Johnstone 2005, 209). It is recognised that there is a learning journey on the road to becoming a "better stranger", one which entails the development of greater empathy, to deal with otherness in context and to engage in a process of meta-reflection (Alred 2003).

Renegotiation of identity (Miller 1999, Kinginger 2013) through the reflective self positions intercultural learning as inextricably enmeshed with the way learners project themselves in their new setting, taking on imagined identities which "are linked to goals and expectations, and can be understood as representations of who the student expects or would like to become in the study abroad setting" (Benson et al. 2013, 22). One of the key words is "expectations" which, in the motivational paradigm, cover various aspects. For the student cohorts under study expectations are expressed in terms of second language gains and other academic learning, and projection of new student and other life experiences predicated on relevant human encounters. It is therefore arguable that it is with that "imagined self" projected on different planes that any pre-departure activities need to compose with.

Among common expectations of pre-departure students is that they will be making meaningful encounters with native speakers, in particular in the academic setting. However it is well documented that, despite the expectation that a prolonged sojourn should lead to a rise in interactional opportunities and significant cultural encounters, this cannot be taken for granted and needs to be consciously fostered once in the host environment (Kinging 2011, Meier and Daniels 2013).

Management of expectations entails preparation to dealing with challenges when evolving in a different culture. Discussion of cross-cultural adaptation (defined by Liu, Volčič and Gallois (2011, 282) as "the process of increasing one's level of fitness into a new cultural environment" has an incidence on the level of intercultural awareness

(Deardorff 2006) and it is with this consideration in mind that self- or other-generated reports and analysis of personal challenges in the form of ‘critical incidents’ are often embedded in intercultural training. In the UK a series of projects was funded between 1997 and 2001 by the Higher Education Academy under the banner of ‘Residence Abroad Matters’ regrouping a consortium of English universities. The emphasis on intercultural learning at the core of these projects heralded a cultural shift and led to the production of material, including a database of intercultural incidents to use as the basis of discussions. These have since then served as a benchmark for activities aiming at an enhanced experience of students taking a degree in modern languages (Hodsdon et al. 2009, 38).

A lack of information about the host environment (including the norms and code of practice of the academic destination and of the wider cultural sphere) has been identified as generating anxiety and dampening the feeling of elation associated with the initial stages of cultural encounters. Krzalewska and Skórska (2013, 119) report on the fact that “students write about feelings of being lost, worried, unsure, confused and surprised, and these feelings are mainly cognitively conditioned”. Their conclusions are that information under the form of declarative knowledge (‘know that’) and undeclarative knowledge (‘know how’) gathered before departure can mediate stress levels significantly, with a desirable emphasis on the ‘know how’ to promote self-direction.

Finally, an e-portfolio defined as “the product, created by the learner, a collection of digital artefacts articulating experiences, achievements and learning” (Gray 2008, 6) has a contribution to make in an approach which focuses on personal reflection as it promotes individuality in the selection of media-based artefacts to be included (images, podcasts, video files) and creative choices in presentation styles. As

the repository of aggregated reflective documents, it also conveniently acts as a single assessment point.

Research and best practice guides on preparation to and follow-up of a period of study abroad, specifically directed at language students cohorts or not, point to the need to encompass cognitive, behavioural and affective dimensions (Coleman 1997, Byram and Alred 2002). These have been incorporated in curriculum design as identified challenges and potential gains for students to be addressed in different parts of the academic module which is presented and discussed in the following sections.

The curricular context

The module “Intercultural Training for the Year Abroad” was developed in recognition of the need for a three-pronged approach for outgoing students: to alleviate anxiety regarding the practical steps to prepare for academic study outside our institution and for a new cultural context; to optimize the contact phase through reflection and ongoing activities; and, thirdly, to document cultural and self-development. The forefronting of ‘intercultural training’ in the module title acknowledges its pivotal concern. Full academic accreditation of the module recognises both the preparatory phase and the adaptive and cognitive efforts required to study academic subjects in a foreign language. The course was designed with constructive alignment (Biggs 1999) in mind, using a cumulative process which requires a reflective, creative and analytical approach from the learner. The use of an e-portfolio for documentation and assessment was selected for the possibilities it afforded for meta-reflection (Fetscher, 2010, Gray 2008).

This module is not a stand-alone unit as far as exposure to intercultural education in the academic environment for those cohorts of students is concerned. It is taught in Year 2, by which time students have already been exposed to the theories of

intercultural communication and have exercised a degree of critical awareness in a formal module setting. “Intercultural Organisational Management”, titled so to recognise its contribution to enhanced communicative skills in a business environment, is a compulsory subject in the portfolio of language programmes (whether language is the major or minor element of the degree). It provides an introduction to the basic concepts of cross-cultural and intercultural communication in Year 1. Its main objective, through lectures and discussions of case studies, is to raise awareness of the cultural values which underpin human behaviour throughout the world by asking students to reflect on their own cultural assumptions and to question their reactions to cultural differences and towards otherness in general. This approach problematizes stereotyping, encourages curiosity in other ways of seeing and being and ultimately seeks to promote constructive approaches to global communication.

The module “Intercultural Training for the Year Abroad”

This course has been compulsory for language students going abroad and optional for students on other programmes planning to study abroad since 2012. Table 1 gives an overview of the module’s pedagogical framework and shows that the course is based on three main learning aims: preparing for study abroad, gaining intercultural competence (as defined above), and gaining communicative skills. These broad learning aims reflect the challenges (including cognitive, affective and behavioural dimensions) facing outgoing students beyond the need to improve their linguistic competence, as well as possible gains. In keeping with the concept of constructive alignment the learning aims inform the intended learning outcomes of the module, and the tasks are aligned to the outcomes offering students opportunities to construct their own knowledge in an effective and satisfying way (Biggs and Tang 2010).

In order to address the three learning aims in a meaningful way the module stretches over one year and is conducted in two parts, with Part One taking place in the semester prior to departure and Part Two during the students' first semester abroad. The students use a blog to upload their learning activities and tasks.

Part One

Part One consists of a series of workshops and assessments. Some of the workshops are highly practical with students setting up their blog for the course and receiving information about their destination choices. Students are also asked to write up an action plan for their stay abroad, and discuss their module choices and learning agreements with their lecturers. The following extract is an example of part of an action plan drawn up by a student of Spanish:

Once I'm there I think my plan will be to join some sports teams and meet people through that as that acts as a social base which I can relate my life around. Meet as many people as possible and keep myself busy. Practice my Spanish every day and do one thing with the language that challenges me, as to ensure that I am making progress.

This extract indicates that the student has engaged in a thought process as to the best way to interact with people beyond the academic arena. This suggests intrinsic motivation to engage in social activities as a way to engage in a fruitful linguistic exchange and an instrumental approach to this goal.

Two workshops provide intercultural training; one of these is conducted through the International Office and the other through a lecturer on intercultural communication. This collaboration is in keeping with the aims of the module and ensures that students receive learning opportunities supported not only by the experience of linguists, but also of professionals dealing with intercultural communication and study abroad. Returning

students from the previous year are invited to one of the workshops and provide relevant information to the participants of the module. This direct access to student experience is complemented by a series of podcasts on the module electronic platform with one-to-one interviews of previous students returning from France, Germany and Spain.

The assessments of Part One take place continuously throughout the semester and are based on the material covered in the workshops and on students' individual preparation. Students are required to complete the following four tasks (which are also summarised in Table 2):

The intercultural element is assessed through an essay in which students are asked to explain the concept of culture shock and provide examples based on their own research. This is a traditional form of assessment which is deemed useful to assess deep knowledge as a carefully chosen essay question requires "a student to integrate knowledge, skills and understanding" (Brown et al. 1997, 59).

The next two tasks are aimed at students' practical preparation. Students first write a 1000-word summary of country and institution specific information. This is an authentic assessment where students are required to perform "real-world tasks that demonstrate meaningful application of essential knowledge and skills" (Mueller 2005, 1). The feedback is designed to help students to identify areas they need to research further for the next assessment, but also crucially for their life abroad.

The following assessment is a quiz with a series of practical questions related to the academic institution and country destination, and which also tests awareness of key information related to health and safety. This assessment is based on declarative knowledge and, students receive targeted feedback.

For the final pre-departure task students are asked to identify and outline 5 or 6 topics of current affairs relevant to their destination country and which could develop over the next few months. They have to demonstrate that they are researching the topics by comparing and contrasting appropriate media sources. This assessment is both summative and formative in nature as it is a prerequisite for fulfilling the last task of the portfolio in Part Two. The feedback provided supports the students in their research of two of these topics over the following months.

Part Two

Part Two takes place while the students are abroad and focuses on reflections on their development as well as their current affairs research. This is in line with one of the recommendations made by Benson et al (2013, 159) who highlight the need to “provide opportunities for students to make sense of the experience by reflecting on their academic gains, and intercultural communication and sociocultural experiences through journals, diaries, blogs, storytelling, etc.” Students complete two assessments comprising a reflective reportage and an analysis of current affairs.

In the reflective reportage students are asked to use multi-media (including text, images, hyperlinks and videos) in order to reflect on their academic and personal development. Reflective reportages or journals foster reflective thinking and are particularly useful to assess “professional judgment and reflection on past decisions and problem solving with a view to improving them” (Biggs and Tang 2007, 221). A central part of this reflection is a personal evaluation of the Action Plan compiled in Part One. Students are required to critically comment on the extent to which they have engaged with these initial thoughts. This task is intended to encourage self-assessment in order to develop “the capacity to be an assessor of learning” (Boud and Falchicov 2006, 402). This in turn supports the concept of sustainable assessment as an “assessment to foster

learning throughout life” (ibid, 400). Further topics to be included in the reflective reportage are the analysis of two critical incidents in the context of intercultural development, and some recommendations to future students at this destination. These can be related to practical or intercultural issues and ensure that students perceive their work to be useful as future students will have access to their advice.

Reflection of personal and academic development features varied aspects of the students’ life in the range of portfolios examined, ranging from examination of reactions to particular situations to expression of deeper self-awareness. For instance a student described how she improved her language learning by joining a Language Café in France. The same student had reported that the little friendly stickers she had posted on her student flat door to invite people to smile at her had proved an effective strategy to make new friends. Other comments provide a broader assessment of communicative competence, as in the words of a non-UK student studying in Quebec:

Je me rends compte que je fais beaucoup de fautes de langue mais je n'ai plus peur de les faire et je n'ai pas peur de parler. Maintenant c'est plutôt une autre deuxième langue avec l'anglais. ¹

The need to adopt a new note-taking approach to adapt to a different lecturing style is recorded by another student based at a French university:

[...] pour repérer la structure il faut d’abord repérer et noter le plan du cours. C’est une technique que j’avais besoin de comprendre quand je suis arrivée. ²

The section on personal development provides the opportunity to reflect on non-academic matters, as the students are free to elect individually relevant features. This provides opportunities for meta reflection on ways of seeing, including the ability to perceive the individual among the nebula of ‘native speakers’ in the host country, as the following reflection from a student in Spain testifies:

Cada persona es diferente y todo el mundo trata a otras personas de manera diferente. Algunos son más amables, más educados, más sociables, más alegres, algunos hablan rápido, algunos hablan lento, etc., y las personas tienen diferentes actitudes.³

The fact that this student has elected to report on this pragmatic orientated comment in the personal development section indicates that she sees this as a step in her own intercultural development.

For another student this is an opportunity to reflect on greater self-knowledge in life choices:

Rétrospectivement, je suis contente d'avoir eu la possibilité de faire l'expérience de vivre seule pendant une période limitée comme maintenant je sais vraiment que je préfère vivre avec d'autres personnes.⁴

For the final assessment of this module students choose two of the current affairs from Part One in order to follow their development over the course of several months. They are required to read broadly on these topics throughout their first semester abroad and to write an analytical report with appropriate referencing on the development of these topics, outlining various perspectives. Marking criteria are once more provided as guidelines.

In contrast to Part One students are asked to write Part Two in the target language. This is to provide an opportunity for more extensive second language writing partly as it was felt by the academic team that, depending on the host institution, students might not be requested to write long passages discursively. While the language use is not formally assessed, students receive feedback on their language development and, where appropriate, suggestions for improvement along with their general feedback on the assessments.

A reiterative approach to curriculum design

In keeping with the reflective process the students are required to undergo, the lecturing team (with French, German and Spanish specialisations) constantly reflects on the effectiveness of the module by being committed to evaluation. Evaluation is hereby defined as “the process in which comparisons are made between aspirations, or targets and ideals, and reality” (Cowan and George 1999, 1).

The evaluation forms part of the feedback loop based on Kolb (1984)’s experiential learning cycle (moving from ‘concrete experience’ to ‘reflective observation’, ‘abstract conceptualisation’ and ‘active experimentation’). Evaluative feedback is used by staff as an opportunity for reflection and analysis of relevant issues and concerns. The analysis subsequently leads to experimentation and action by modifying or adapting the module content, the delivery, or the assessment. In this module the evaluative feedback is drawn from formative as well as summative, and internal as well as external information gathering. Formative feedback is given on a more informal basis through conversations with students, whereas summative feedback is sought through module questionnaires which are conducted anonymously for every module at the university. Discussions amongst the team are useful to internally reflect on the efficacy of the module, and comments from the external examiner provide feedback from an external source.

Based on feedback, reflection and analysis the following issues are examples of amendments so far:

(a) e-platform

In the initial version of the module wikis were used as a platform for students’ work. However, it emerged that the wikis were rather cumbersome to use as they required viewers to be invited and to use a password for access. Inviting external

examiners to access the wikis proved problematic and some students reported difficulties using the tool. The module team subsequently decided to use a blog as our platform, which is easily accessible from the internet. In order to avoid technological difficulties students now not only set up the blogs in a pre-departure workshop, but also create headings and pages for the individual assessments in the workshop. This standardised approach eliminates uncertainty for both students and markers.

(b) formal inclusion of a “Plan of action”

The assessment criteria of the reflective reportage had included a section asking students to describe their academic and personal development with reference to a plan of action. Students had been encouraged to write a plan of action before they embarked on their study abroad, but the first instances of the module had demonstrated that not all students had done so. The lack of such a plan had led to these reflective reportages being less focussed, and internal discussions amongst the module team, as well as evidence from students’ work, has resulted in the decision to ask students to write the plan of action during one of the workshops prior to going abroad, thus improving the quality of their reflective reportage at the end of the module.

(c) formal referencing guidance

While lecturers had assumed that students in their second year would be well versed in using references for academic writing, the first instances of this module evidenced that not all students were using references correctly. This was particularly the case in the assessment where students were required to research information about their target country and institution. It is possible that students did not recognise the electronic nature of the platform as an equally formal environment to a more traditional mode of delivery. Students are now explicitly made aware of the importance of referencing all

their work and this is strongly embedded in the marking criteria and the assessment briefs.

(d) Inclusion of recommendations in the reflective reportage

In order to increase the authenticity and relevance of the tasks students are now required to include a section on recommendations in their reflective reportage. This encourages them to take a step back and reflect on what might be useful knowledge to impart on future Erasmus students choosing to go their destination. It also actively supports those students preparing for their study abroad in the following semester. Examples of recommendations provided cover a wide range of topics from very practical tips on best IT providers and bank tariffs to advice on behaviours to have interesting cultural and linguistic exchange and fend off home sickness.

(e) changing the module from being compulsory to being optional

A considerable number of the language students at our university come from various European countries outside of the UK and are undertaking their four-year course in Scotland. For these students anticipating an Erasmus exchange may not be as daunting as for those students who have never experienced residence abroad. Feedback from the non-UK students has shown that they do not always find the module as useful as the UK students. Despite the fact that the module team feels the module has a lot of content to offer even for those students with prior experience of studying abroad, it has been decided to offer the module as an optional rather than a compulsory module in order to allow more choice to students.

(f) embedding of ethnographic research

Recent feedback from the module questionnaires has shown that some students do not find the content of the module intellectually stimulating. Analysis of this feedback has shown that some of the concepts covered by the intercultural workshops may have been

covered in previous modules and that students should be ready for putting some of the theory into practise by devising their own ethnographic research through cultural fieldwork (as described by Roberts 2001 and Lee 2012). This research will replace the essay on culture shock. Workshops will provide a short introduction to ethnographical research and the concept of culture shock, as well as a recap of the concept of cultural dimensions (Ferraro 2006) which students will have covered in a compulsory module in year one. Students will also discuss the difference between a positivist (essentialist) and interpretative (non-essentialist) view of culture (Holliday 1999). Partly inspired by the IEREST conference (Bologna 2014) students will have to devise, conduct and analyse an interview with an exchange student from their target country with particular reference to the above mentioned concepts and discussions. It is hoped that this project carried out in Part One will support students when reflecting on their own development in Part Two.

Conclusion

The module “Intercultural Training for the Year Abroad” provides an example of curricular intervention to help students deal with some of the challenges they face when studying abroad and aims to enhance their overall experience. Informed by Kolb’s feedback loop and practitioners’ reflection the module has been modified to accommodate a number of changes since it was first implemented. An informal measure of its success is that the students seem to build more resilience and are in a position to compare expectations, information gathered and discussed with experience on the ground. The module process and assessment are designed to cover pre-departure and the initial stages of the period of Study Abroad. So far, there has only been an informal approach to post-sojourn debriefing and activities. Returning students are invited to talk to the following cohort of Year Abroad

students, and these organised encounters are regularly reported as being valued by both parties. The experience of some of these students has also been recorded in a series of podcasts available for consultation under different headings. The academic team considers that the next step is to introduce a formalised approach to post-sojourn activities beyond the module. The recent inclusion in the e-portfolio of a section on recommendations to future students opens the way, not only to an explicit recognition of the value of student views but to a potentially transformational approach to peer-mentoring.

Footnotes

1 I realise that I make far less language mistakes but I am no longer afraid of making them and I am not afraid to speak. Now it is more like a second other language just like English.

2 to identify the structure you first need to identify and note down the lecture plan. It was a technique that I needed to understand when I first arrived.

3 Every person is different and everybody treats other people in a different way. Some people are pleasant, better educated, more sociable and happier than others, some people speak fast, others slowly etc. and people have different attitudes.

4 With hindsight I am pleased to have had the opportunity to live alone for a limited period of time as I know now that I prefer to live with other people.

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Table 1

LEARNING AIMS BASED ON CHALLENGES AND POSSIBLE GAINS	INTENDED LEARNING OUTCOMES	IMPLEMENTATION – General orientation of tasks and assessments
Manage anxiety by understanding expectations and preparing for study abroad	<p>As preparation for study abroad students are expected to be able to</p> <p>(a) identify challenges to do with living, learning and studying abroad</p> <p>(b) identify strategies to address potential challenges of studying and living in a foreign country.</p>	<p>Information gathering</p> <p>Plan of action</p> <p>Reflection on culture shock and cultural dimensions</p>
Develop intercultural competence (Kim 2009) and criticality and optimise the contact phase	<p>In order to maximise learning and gain intercultural competence students are expected to be able to</p> <p>(c) reflect on personal and academic experiences, and</p> <p>(d) critically reflect on the learning experience through a review of critical incidents and activities.</p>	<p>Meta reflection on critical incidents and personal development</p> <p>Critical analysis of current affairs</p>
Gain communicative competence and other transferable skills which will enhance employability	<p>In order to document their learning journey students are expected to be able to</p> <p>(e) enhance communication skills through the development and competent use of an e-portfolio</p> <p>(f) develop key transferable skills such as problem solving and managing one’s own learning.</p>	<p>Compilation of e-portfolio</p> <p>Discursive writing in the foreign language</p>

Table 2: Assessments

PART ONE (prior to departure)	PART TWO (whilst abroad)
Essay on Culture Shock Information gathering Quiz Identification of 5-6 current affairs topics	Reflective reportage Analysis of 2-3 current affairs topics