

Studying and Living Abroad

An Edinburgh Napier Undergraduate Module

Module developed by
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Background: Languages Degree in Scotland

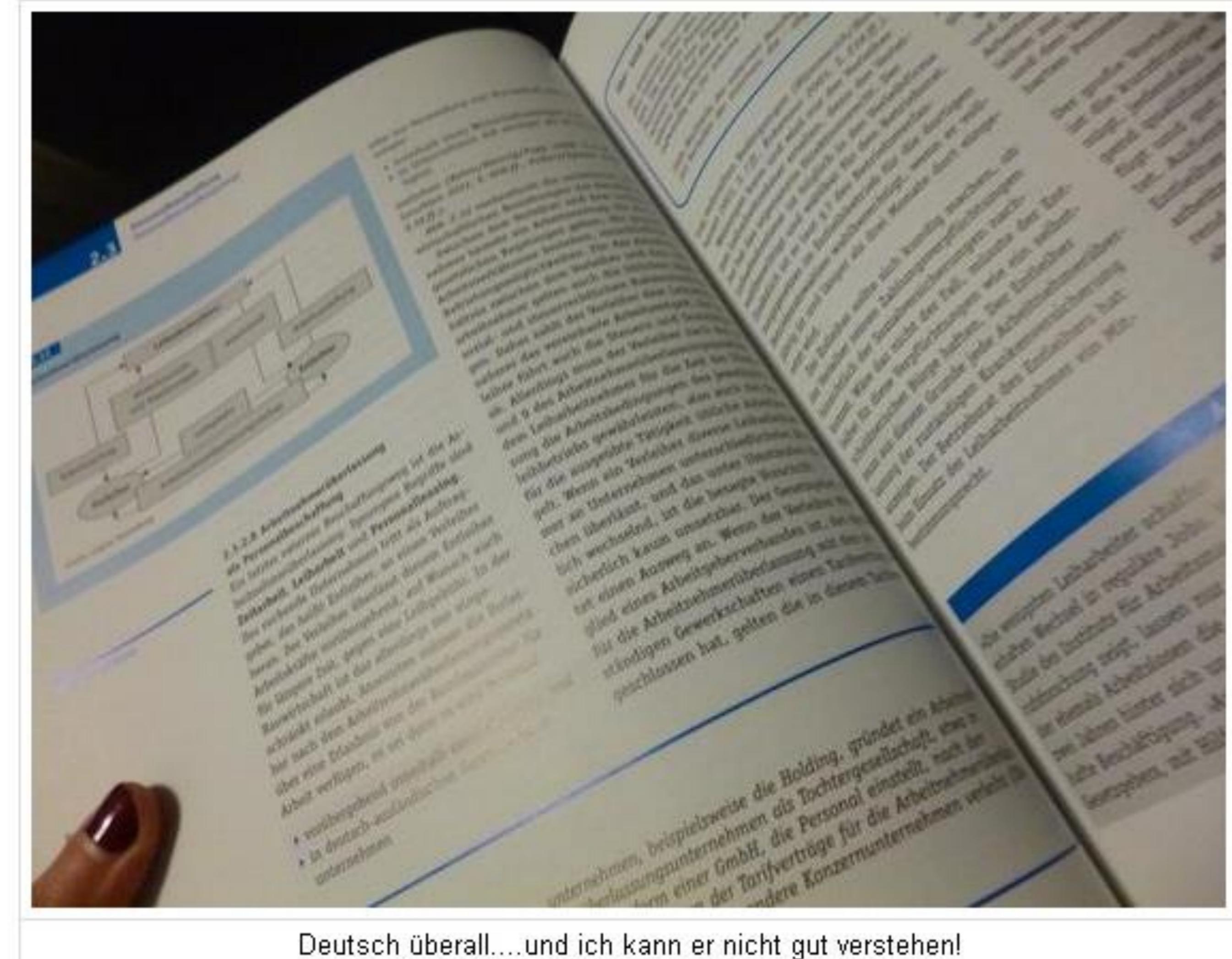
- 4 year Honours course
- Study Abroad as integral part of study in 3rd year
- Students need to gain 60 ECTS (120 SCQF) credits while abroad



Why we developed this module

Students going abroad were

- anxious
- ill-prepared
- not making full use of this year
- struggling with the workload



Weitere Medien zum Thema



Audio über ein Problem mit dem Studentenwohnheim

“German everywhere.... And I can’t understand it.”

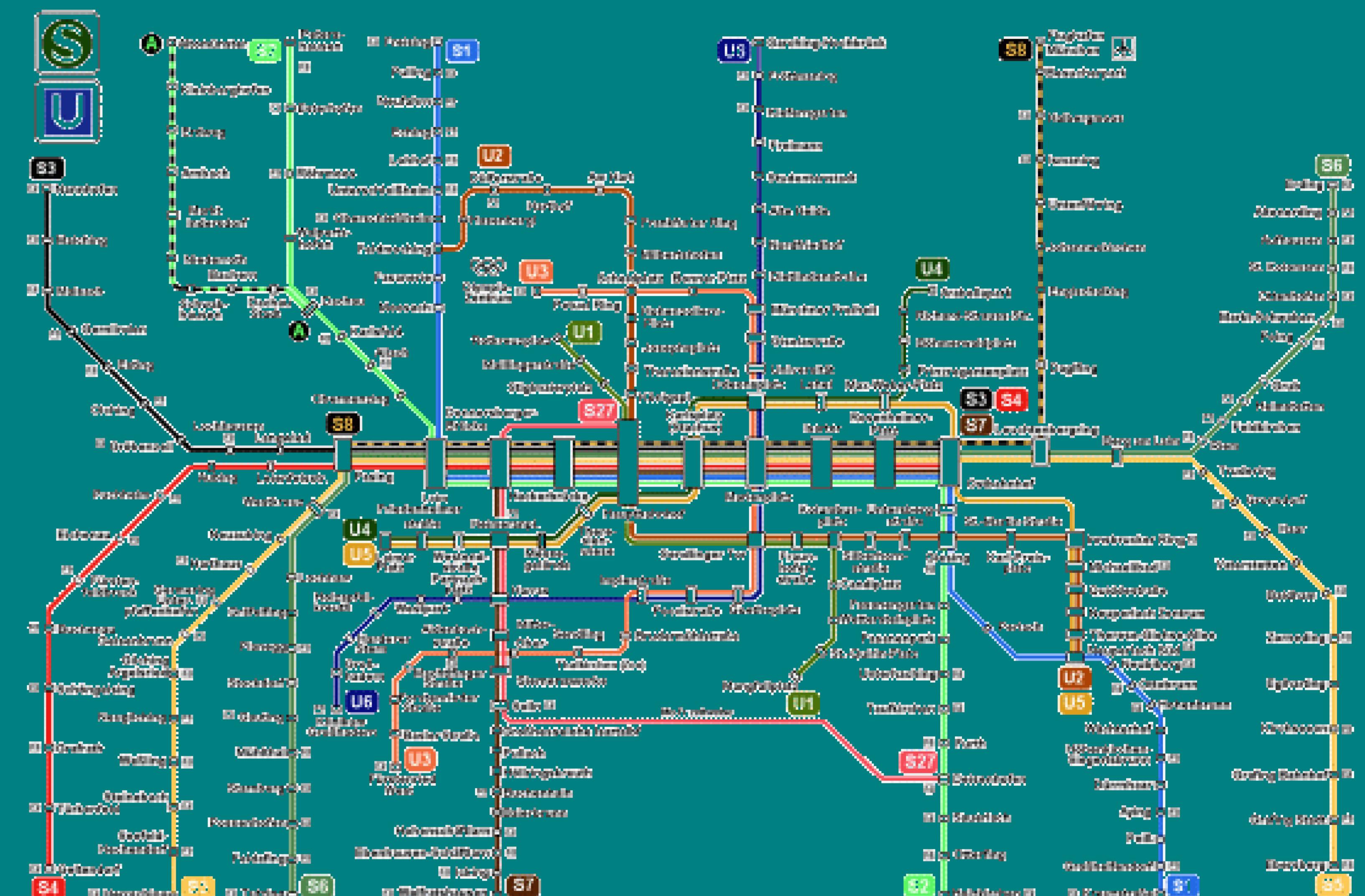
We want students to maximise the benefits of studying abroad by developing the following skills

- Self-development
- Reflection
- Intercultural awareness



Learning Outcomes of module

- Identify challenges
- Develop strategies
- Reflect on different environments and develop intercultural awareness
- Enhance communication skills
- Critically reflect on the learning experience
- Develop transferable skills



The module is delivered over two semesters

Semester 1: Preparation for studying abroad

Series of workshops and tasks

Semester 2: During study abroad

Series of reflective tasks



LNG09120 - STUDY ABROAD

Calendar of activities for Part 1

WEEKS	ACTIVITIES
25/01/2012	Introduction session
08/02/2012	IT Workshop: setting-up your e-portfolio
22/02/2012	Workshop on “Dealing with the challenges of studying and living abroad”
07/03/2012	Workshop on “What is culture shock?”
21/03/2012	Personal development: setting up a Plan of Action for your period abroad Erasmus session
04/04/2012	“Getting ready”: a quiz to help you check you are ready to go abroad.



PRACTICAL INFORMATION FOR STUDYING ABROAD

1. Where can I go?

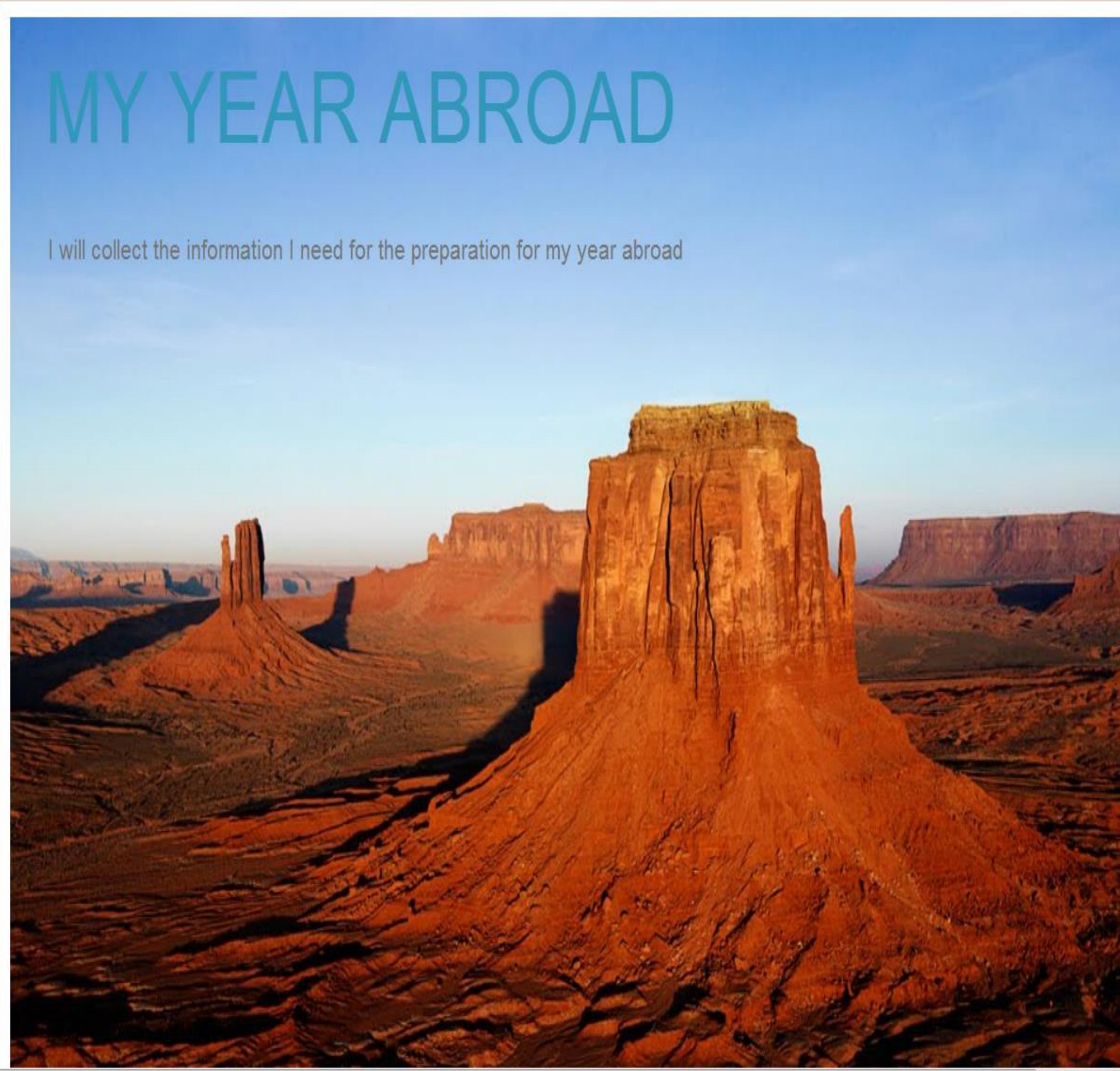
It is paramount that **it has been agreed** with your **Programme leader** that you are **allowed** to go abroad and study for the **second semester** as part of your **Programme of Studies**.

You can choose to go to an institution of an **European Union country** where there is a signed **Erasmus agreement** with Edinburgh Napier University and where there is a **suitable Programme of studies**.

You can also choose to go and study in the **United States** or **Canada**. To go to the US, you will need to be registered on to the **ISEP Programme**. To get more information about this scheme, and about Canada, please contact as soon as you can the **International Office**, Room B 40, **Merchiston Campus**. Contact person: **Slawek Staniszewski** (s.staniszewski@napier.ac.uk).

The following table shows the different Erasmus agreements the **Edinburgh Napier Business School** has with European institutions. Most of the institutions offer courses taught in **English**.

ICHEC	www.ichec.be	Belgium	Business
TEKO	www.teko.dk	Denmark	Art & Design Business
Noea Institute of Applied Management	www.noea.dk	Denmark	Business Graphic Design
Tallin University of Technology	www.ttu.ee	Estonia	Business



- Create your blog: choose an address such as:
yournamestudyabroad
- Choose a template
- Create a list of pages:
 - Information about the country
 - Information about the host institution
 - Practical Information
 - Calendar of Activities
 - Assignments
 - Plan of Action
- Write about yourself
- Explain why you are going abroad

SEND YOUR BLOG ADDRESS TO:
b.cebran@napier.ac.uk

Preparing for the challenge *of studying and working abroad*

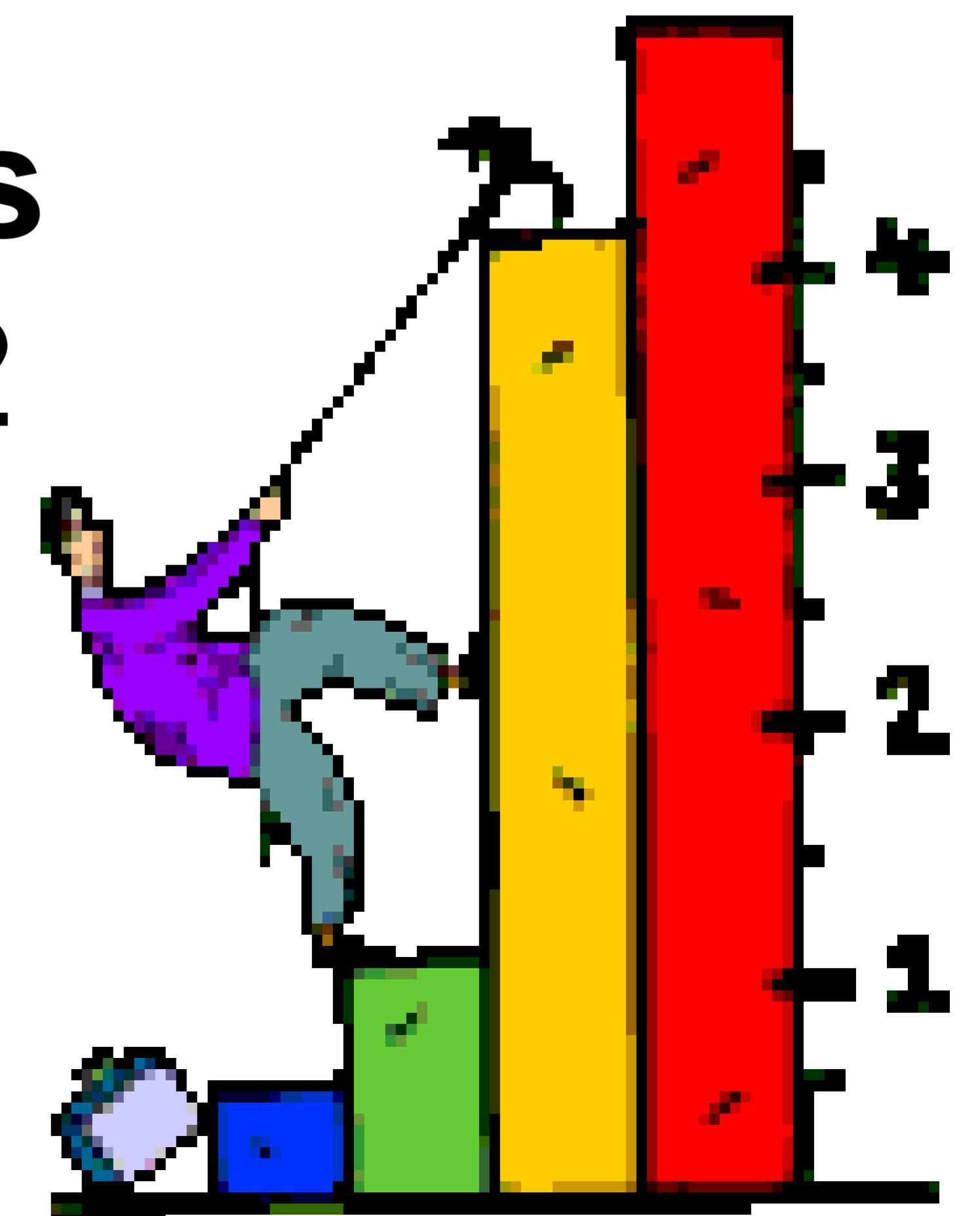
Language Placement Students

Wednesday 22nd February 2012

9am – 11am

Craiglockhart, Room 2/06

Facilitator: Anne MacNab



Edinburgh Napier University

Culture Shock

Workshop 2013



Carla Visser
c.visser@napier.ac.uk

CULTURE SHOCK

Typical stages:

1. Honeymoon
2. Disintegration
3. Adjustment
4. Acculturation
5. Return culture shock



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PLAN OF ACTION

- 5 specific actions before you go
- 3 specific challenges you have identified:
 - what actions are you going to take to achieve them?
 - what actions are you going to take if you get into difficulty?

Benedicte Cebrian
Study Abroad Coordinator

Assessment

“The type of assessment used influences styles of learning” (Brown et al, 1997)



LOs predominantly concerned with reflection and personal development



E-portfolios foster the use of creativity and encourage reflection on learning (Biggs 2007)

ASSESSMENT TASKS FOR SEMESTER 1:

1. **Essay on “Cultural Shock”**

2. **Information research:**
 - a. **Summary of country specific information** about the area and institution of the destination
 - b. **Quiz: series of practical questions** related to the destination.

3. **Identification of 5/6 topics of current affairs** in the destination country

ASSESSMENT TASKS FOR SEMESTER 2 (while abroad)

1. REFLECTIVE REPORTAGE

The **Reflective Reportage** should include the following:

- a. Reflection on **Personal Development**
- b. Reflection on **Academic Development**
- c. **Analysis of 2 critical incidents**

Illustration should be given using different media sources (at least 3 media sources)

2. ANALYSIS OF 2 CHOSEN CURRENT AFFAIRS

The analysis should:

- Show the development of each topic overtime
- Compare and contrast different sources (all referenced)
- Be supported by statements with quotes, citations
- Be properly written with clear articulation and within the word count.

Assessment tasks include

- traditional (essay, quiz) and innovative (multi-media journal) elements,
- authentic assessments (information gathering)
- declarative (quiz) and reflective (essay, journal) elements
- formative and summative elements (current affairs)
- sustainable learning (journal)



Ausnahme in Deutschland. Bayern steht allein als das einzige Land

Deutschlands das keine Semester-Tickets anbietet. Zum Beispiel in Nordrhein-Westfalen zahlen die Studenten 232€ pro Semester für 150 km rund um ihre Stadt mit allen regionalen Verkehrsmitteln. Weil es nichts vergleichbares in Schottland gibt, es ist klar das dieses Semester-Ticket sehr beliebt ist bei Leuten, die es in ihrem Bundesland schon haben. Vor kurzem haben die Studenten in Bayern gewählt, ob ein Commoor Ticket nächstes Winter Semester eingeführt werden sollte oder nicht.

Erwachsener / Adult

ab 15 Jahre / 15 or older

1 Fahrt / Single trip

Kurzstrecke / Short trip
1 Station, max 10km /
4 stations, max 20km from 2
100 DM*

innerhalb 1 Tarifzone
within 1 fare zone

innerhalb 2 Tarifzonen
within 2 fare zones

innerhalb 3 Tarifzonen
within 3 fare zones

ab 4 Tarifzonen
from 4 fare zones

Einzelfahrkarte Kurzstrecke
Single ticket short trip

Einzelfahrkarte 1 Zone
Single ticket 1 zone

Einzelfahrkarte 2 Zonen
Single ticket 2 zones

Einzelfahrkarte 3 Zonen
Single ticket 3 zones

Einzelfahrkarte 4 Zonen
Single ticket 4 zones

oder Streifenkarte / 1 Streifen
or strip ticket / 1 strip

oder Streifenkarte / 2 Streifen*
or strip ticket / 2 strips*

oder Streifenkarte / 4 Streifen*
or strip ticket / 4 strips*

oder Streifenkarte / 6 Streifen*
or strip ticket / 6 strips*

oder Streifenkarte / 8 Streifen*
or strip ticket / 8 strips*

Beliebig viele Fahrten Multiple trips

Innenraum
(white zone)

Außenraum
(green + yellow + red zone)
Outer area
(green + yellow + red zone)

Gesamtnetz
(white + green + yellow + red zone)
Entire MVV system
(white + green + yellow + red zone)

1 Tag / day

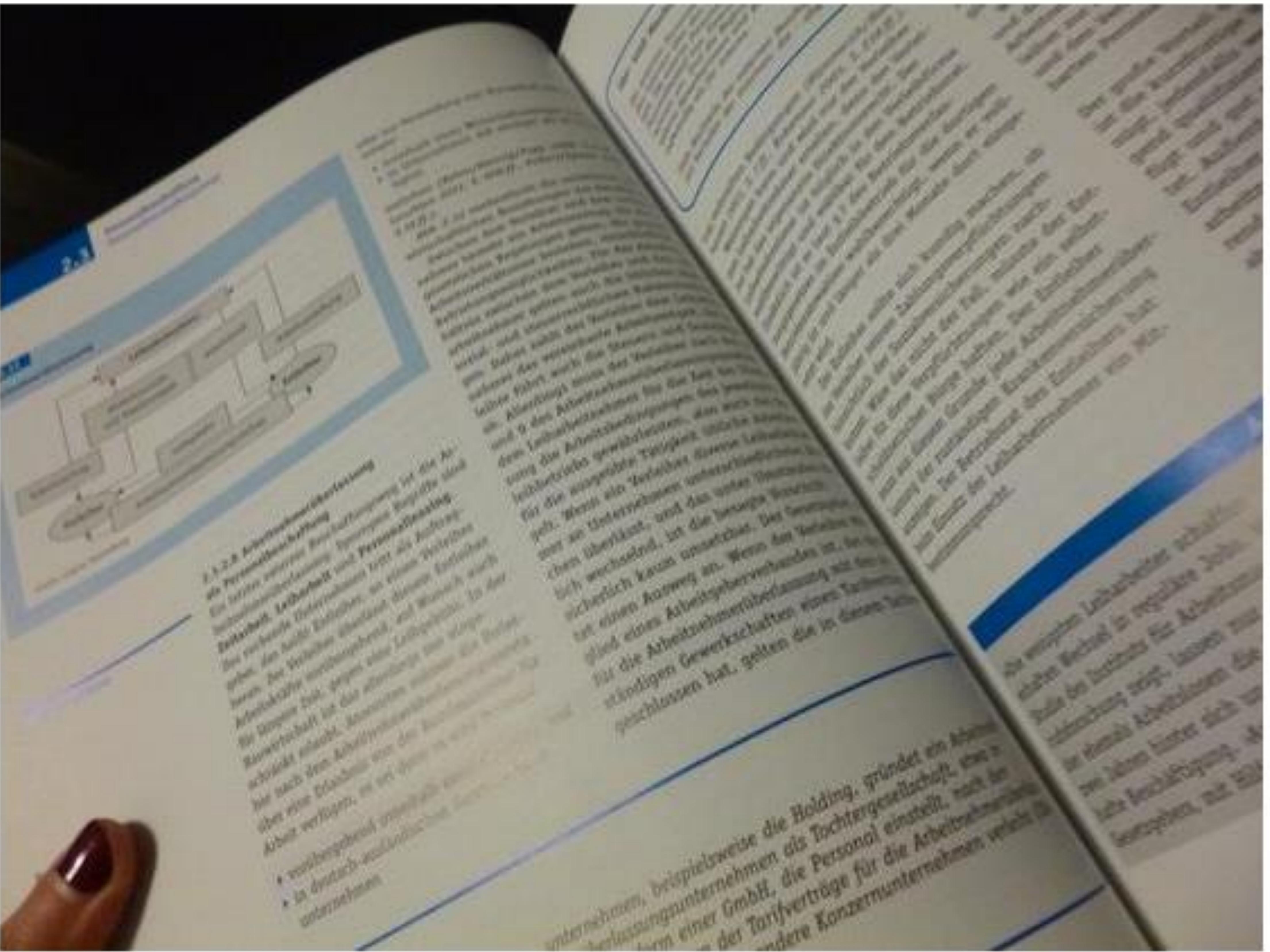
the Innenraum
Single 1-day ticket inner area
CityTourCard Single-Tageskarte Innenraum
CityTourCard single 1-day ticket inner area

Single-Tageskarte Außenraum
Single 1-day ticket outer area

Single-Tageskarte München XII
Single 1-day ticket München XII

Single-Tageskarte Gesamtnetz
Single 1-day ticket entire MVV system

Single-Tageskarte Innenraum
Single 1-day ticket inner area



Deutsch überall....und ich kann er nicht gut verstehen!

Weitere Medien zum Thema



Audio über ein Problem mit dem Studentenwohnheim

Outstanding Issues

- Practicalities of e-portfolios
- Foreign students may not need intercultural training
- Some students intimidated
- Language is still unresolved



Concluding Remarks

- Students are better prepared
- Workload abroad is eased
- Reflective and intercultural skills are enhanced
- Students have documentation of their development





STUDY ABROAD



"My year in Québec was probably the best part of my degree; my French improved drastically. I met amazing people and the university activities allowed me to travel and get to know Québec and the region. My year abroad was definitely a once in a life time experience and it was an amazing opportunity to see the world a bit." *Anniika Rautiola*



Bibliography

- Biggs, J. (2007). *Teaching for Quality Learning at University: what the student does*. Buckingham: Society for Research into Higher Education and Open University Press.
- Boud, D. and Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment & Evaluation in Higher Education*. 31/4. (pp. 399-413).
- Brown, G., Bull, J. and Pendlebury, M. (1997). *Assessing Student Learning in Higher Education*. London: Routledge.
- Mueller, J. (2010). *Authentic Assessment Toolbox*. Available from <http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm> [accessed 5th March 2013].