

APPENDIX 1.1

Glossary of Terms and Definitions

Activities refer to the in-class or out-of-class engagements that students are expected to complete individually or as a group. These engagements are directly tied to the academic course content—for example, in-class discussions, teaching a mini-lesson, and site visits.

Assignment refers to assigned work either at home or in-class for testing and evaluation—for example, group research projects, class presentations, and video projects.

Attitudes include empathy, curiosity, discovery, risk-taking, withholding judgment, open-mindedness, tolerance for ambiguity, stepping outside the comfort zone, resilience, patience, respect, flexibility, and adaptability.

Education abroad accounts for service learning, internships, research experiences, and other non-classroom-based activities that take students to other countries and contribute to their learning and development (Helms et al., 2017, p. 3).

Faculty-led study abroad programs are typically short-term programs that are led by one or more faculty leaders from the home institutions.

Formative assessment is the process of providing feedback to students during the learning process. These are often low-stakes activities that allow the instructor to check student work and provide feedback. An instructor writing comments and suggestions on a draft version of a paper is an example of formative assessment (Weimer, 2013).

Intercultural competence refers to a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts (Bennett, 2008). The following intercultural competency characteristics in knowledge, skills, and attitudes will be used in each chapter. These items have been adapted from Deardorff (2012).

Intercultural curriculum is broadly defined as a structure or framework through which educators intentionally facilitate intercultural learning (Harvey, 2017).

Intercultural learning refers to the teaching and learning methods, activities, and processes that facilitate the development of intercultural competence in a study abroad context (Laux, 2019).

Knowledge refers to cultural self-awareness/understanding, understanding others' worldviews, culture-specific knowledge, and academic content knowledge.

Short-term study abroad refers to study abroad programs, eight-weeks or less, occurring during the academic year as well as all types of summer programs (fewer than two-weeks, two-to-eight weeks, more than eight-weeks) (Open Doors, 2022b).

Skills include creative thinking, problem-solving, leadership, articulation, teamwork, technology skills, listening, observation, interpretation, analysis, evaluation, relation, and communication skills.

Student engagement describes the ways in which students take part in the learning process and the development of their own knowledge. An increase in student engagement is thought to be linked to an increase in student learning. Student engagement is often tied to active learning techniques and student motivation (Ashwin & McVitty, 2015).

Summative assessment is the process of measuring a student's learning at the conclusion of a course (or a portion of the course). Summative assessments are typically associated with grades and can take the form of quizzes, exams, or papers.

Tasks refer to engagements that are not directly tied to the academic course content but need to be completed to accomplish the program's overall goals. For example, using public transportation, going to the grocery store, and using the ATM machine.