

FOUNDATIONAL READING FOR EDUCATION ABROAD SCHOLAR-PRACTITIONERS

Anthony C. Ogden, PhD
Executive Director of Education Abroad and Exchanges
aogden@msu.edu

MICHIGAN STATE
UNIVERSITY

In an era of increasing accountability within U.S. higher education, it is strategically important that education abroad professionals not view research and scholarship as a burden or an addition to an already demanding workload. Rather, we must recognize that at a minimum, our professional success is closely tied to our ability to effectively identify, access, and utilize research and scholarship to inform our collective practice.

It is important for education abroad scholar-practitioners to challenge untested claims and avoid casual assumptions about the potential value and impact of education abroad.

The following is a brief list of some of the major knowledge areas within contemporary education abroad scholarship and a listing of books, book chapters and/or articles that provide foundational reading within each area. Familiarity with this essential reading will provide insight into the existing research and scholarship that informs our practice.

This list is neither prescriptive nor exhaustive and should be adapted and expanded upon.

1. COMPREHENSIVE INTERNATIONALIZATION

What does successful internationalization of higher education mean? In his influential book on comprehensive internationalization, J. Hudzik links an institution's success to its commitment and action to infuse international, global, and comparative content and perspectives through the teaching, research and service missions of the institution. As these readings below illustrate, comprehensive internationalization not only impacts all of campus life but also the institution's external frames of reference, partnerships and relationships.

- ◆ Childress, L.K. (2010). *The Twenty-first century university: Developing faculty engagement in international education*. New York: Peter Lang.
- ◆ Hudzik, J. (2014). *Comprehensive internationalization: Institutional pathways to success*. New York, NY: Routledge.
- ◆ Knight, J. (2004). Internationalization remodeled: Definitions, rationales, and approaches. *Journal of Studies in International Education*, 8(1), 5–31.
- ◆ Raby, R. & Valeau, E. (2016). *International education at community colleges: Themes, practices, research, and case studies*. New York, NY: Palgrave Macmillian Publishers.

2. INTERNATIONAL AND COMPARATIVE EDUCATION

Around the world, internationalization has been one of the most powerful forces at work within higher education. Contributors to *The SAGE Handbook of International Higher Education* argue that it has become nearly impossible for institutions to avoid the powerful influences of internationalization. The rise of global ranking schemes, for example, now serve as powerful global reference points for higher education systems. Education abroad professionals must strategically observe and navigate these ever-changing dimensions of higher education.

- ◆ Deardorff, D., de Wit, H., Heyl, J. & Adams, T. (Eds.) (2012). *The SAGE Handbook of International Higher Education*. Thousand Oaks, CA: SAGE Publications.
- ◆ Phillips, D. & Schweisfurth, M. (2008). *Comparative and international education: An introduction to theory, method, and practice*. New York, NY: Bloomsbury Academic.
- ◆ Streitwieser, B. (Ed.) (2014). *Internationalisation of higher education and global mobility*. Oxford, United Kingdom: Oxford Studies in Comparative Education Symposium Book Series.

3. U.S. EDUCATION ABROAD HISTORY

According to historian B. Hoffa, the earliest forms of credit-bearing education abroad began at Indiana University, when, in the 1880s, IU faculty took students abroad to study language and natural history during the summer in Switzerland, France, England, Germany, and Italy. In the 1920s, the University of Delaware became the first institution to begin offering credit-bearing education abroad programs for U.S. undergraduate students. Although student enrollment patterns have constantly shifted over the decades, the primary modes of U.S. student mobility have remained consistent. Hoffa's scholarship provides essential reading for those interested in the historical beginnings of U.S. education abroad.

- ◆ Hoffa, W. (2007). *A history of U.S. study abroad: Beginnings to 1965*. Carlisle, PA: Forum on Education Abroad.
- ◆ Hoffa, W., & DePaul, S. (Eds.). (2010). *A history of U.S. study abroad: 1965 to the present*. Carlisle, PA: The Forum on Education Abroad.

4. EVALUATION & ASSESSMENT

Education abroad professionals are increasingly being asked to evaluate and assess the overall impact of their programming efforts and, in many cases, demonstrate the value added to overall student learning and development. A key text long regarded as an essential resource for planning as well as for developing and conducting effective evaluation and assessment is M. Bolen's 2007 edited volume, *A Guide to Outcomes Assessment in Education Abroad*. In recent years, several similar publications have emerged that provide added insight into evaluation and assessment.

- ◆ Bolen, M. C. (Ed.) (2007). *A guide to outcomes assessment in education abroad*. Carlisle, PA: Forum on Education Abroad.
- ◆ Deardorff, D. (2015). *Demystifying outcomes assessment for international educators: A practical approach*. Sterling, VA: Stylus.
- ◆ Paige, R. M. (2004). Instrumentation in intercultural training. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.). *Handbook of intercultural training Third edition*, (pp. 85-128). Newbury Park, CA: Sage.
- ◆ Savicki, V. & Brewer, E. (Eds.) (2015). *Assessing study abroad: Theory, tools, and practice*. Sterling, VA: Stylus.

5. STUDENT SUCCESS

Considerable research has focused on specific aspects of the undergraduate student experience and their relationship with student success, such as student retention, graduation, and academic achievement. Specifically, well-known theoretical models include Tinto's *Student Integration Model* (1975) and Astin's *Student Involvement Model* (1984). Most recently, Kuh (2008) identified high-impact educational practices that theoretically affect student retention and persistence toward graduation and overall academic performance. As a noted high-impact practice, education abroad participation provides students with specific global learning opportunities to augment their understanding of multicultural and intercultural differences. Recent studies such as those listed below have begun to build on this theoretical foundation to empirically investigate the causal and/or correlative relationship between education abroad participation and student success.

- ◆ O’Rear, I., Sutton, R. L., & Rubin, D. L. (2012). The effect of study abroad on college completion in a state university system. Retrieved from <http://glossari.uga.edu/wpcontent/uploads/downloads/2012/01/GLOSSARI-Grad-Rate-Logistic-Regressions-040111.pdf>.
- ◆ Raby, R.L., Rhodes, G.M., & Biscarra, A. (2013). Community college study abroad: Implications for student success. *Community College Journal of Research and Practice*, 38(2-3), 174-183.
- ◆ Rhodes, G. (2013). Impact of study abroad on retention and success: Research findings and special programs. Retrieved from <http://globaledresearch.com/study-abroad-impact.asp>

6. CURRICULUM INTEGRATION

Curriculum integration initiatives have advanced quickly across the education abroad landscape in the past decade after a grant-funded project at the University of Minnesota brought heightened attention to this concept. A central purpose of curriculum integration is to develop major-specific advising resources to assist undergraduate students in program selection and faculty and staff with advising and guiding students interested in pursuing education abroad within their disciplines. An intended outcome is for education abroad programming to be seen as a primarily academic endeavor that is integral to undergraduate education. G. Woodruff provides answers to key questions on implementing curriculum integration strategies in the 2012 NAFSA publication, *Curriculum Integration of Education Abroad*.

- ◆ Brewer, E. & Cunningham, K. (2009). *Integrating study abroad into the curriculum: Theory and practice across the disciplines*. Sterling, VA: Stylus.
- ◆ Leask, B. (2015). *Internationalizing the Curriculum*. Oxford, United Kingdom: Routledge.
- ◆ Woodruff, G.A. & Henry, A.M. (2012). *Curriculum integration of education abroad* (NAFSA: Association of International Educators Publication). Washington, DC.
- ◆ Valeau, E. & Raby, R. (2017, Summer). *Internationalizing the curriculum: On- and off-campus strategies*. New Directions in Community College Series, No. 138: Jossey-Bass: San Francisco

7. STUDENT LEARNING & DEVELOPMENT

The treatment of student learning and development theories, whether cognitive, psychosocial or otherwise has over the years been increasingly utilized in education abroad research. The 2008 publication of Engle and Engle’s seminal article, *Study Abroad Levels: Toward a Classification of Program Types* sparked wide-spread discussions on how to best to intervene or enhance student learning and development by intentionally leveraging specific programming components. Likewise, Vande Berg, Paige and Lou have been instrumental in catalyzing an interventionist approach with their 2012 publication, *Student Learning Abroad: What our students are learning, What they’re not, and What we can do about it*.

- ◆ Engle, L., & Engle, J. (2003). Study abroad levels: Toward a classification of program types. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 9, 1–21.
- ◆ Paige, R. M. (2015). Interventionist models for study abroad. In J. B. Bennett (Ed.) *The SAGE encyclopedia of intercultural competence* (pp. 563-568). Los Angeles, CA: SAGE Reference.
- ◆ Vande, B. M., Paige, R. M., & Lou, K. H. (Eds.) (2012). *Student Learning Abroad: What Our Students Are Learning, What They’re Not, and What We Can Do About It*. Sterling: Stylus Publishing.

8. STUDENT ADVISING & SUPPORT

Over the years, there have been a number of useful books published for student audiences with the goal of supporting their pre-departure preparation and maximizing their learning abroad. There have similarly been numerous publications written for parents, too. Many of these publications focus largely on cultural engagement and

programming logistics. Published in 1992, *Students Abroad: Strangers at Home* still resonates as a useful publication for education abroad professionals concerned with supporting student learning abroad.

- ◆ Duke, S. (2014). *Preparing to study abroad: Learning to cross cultures*. Sterling, VA: Stylus.
- ◆ Kauffmann, N., Martin, J., Weaver, H. & Weaver, J. (1992). *Students abroad: Strangers at home: Education for a global Society*. Yarmouth, ME: Intercultural Press.
- ◆ Lantis, J. & Duplaga, J. (2010). *The global classroom: An essential guide to study abroad*. Boulder, CO: Paradigm Publishers.
- ◆ Nevadomski Berdan, S., Goodman, A., Taylor, C. (2013). *A student guide to study abroad*. New York: NY: The Institute of International Education.
- ◆ Nevadomski Berdan, S., Goodman, A., Gertz, W. (2015). *A parent guide to study abroad*. New York: NY: The Institute of International Education.

9. ONGOING ORIENTATION

Designing and facilitating effective orientation programming for students has long been of paramount importance to education abroad professionals. In recent years, there has been a shift toward implementing ongoing orientation in which a comprehensive curriculum encompassing *pre-departure*, *while abroad* and *upon return* phases is determined in advance and in conjunction with well-articulated learning objectives. Via blended learning methodologies, content is delivered when it is most relevant to students and facilitated in a way that motivates students to engage with the information. This approach to linking entry to reentry was first advanced in 1993 by B. La Brack in his seminal chapter, *The Missing Linkage: The Process of Integrating Orientation and reentry*.

- ◆ Bathurst, L. & La Brack, B. (2012). Shifting the locus of intercultural training: Intervening prior to and after the student experiences abroad. In M. VandeBerg, R. M. Paige, & K. H. Lou (Eds.), *Student learning abroad: What our students are learning, what they're not, and what we can do about it* (pp. 261-283). Sterling, VA: Stylus.
- ◆ La Brack, B. (1993). The missing linkage: The process of integrating orientation and reentry. In M. Paige (Ed.), *Education for the intercultural experience* (pp. 241-279). Yarmouth, ME: Intercultural Press.

10. INTERCULTURAL COMPETENCY

A long-held assumption has been that education abroad programming can be strategically leveraged to support the development of global-ready graduates who are able to work effectively in intercultural settings. Not surprisingly, there has been considerable research and scholarship in this area. Underpinning much of this work has been the seminal 1993 article by M. Bennett, *Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity*. This publication provides the initial theoretical foundation for the frequently utilized Intercultural Development Inventory (IDI).

- ◆ Bennett, M. J. (1993). Towards ethno-relativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed., pp. 21-71). Yarmouth, ME: Intercultural Press.
- ◆ Bennett, J. (2015) (Ed.). *The SAGE encyclopedia of intercultural competence*. Los Angeles, CA: SAGE Reference.
- ◆ Deardorff, D. (Ed.) (2009). *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: SAGE Publications.
- ◆ Savicki, V. (Ed.) (2008). *Developing intercultural competence and transformation: Theory, research and application in international education*. Sterling, VA: Stylus.

11. GLOBAL CITIZENSHIP

In much of the language promoting the benefits of international education, *global citizenship* has become a widely used concept that seems to be universally understood, but is rarely conceptually or operationally defined. Although some scholars have debated the meaning of the term, many assert that the integration of education abroad experiences into the undergraduate curriculum is an effective pathway on which to guide students toward becoming engaged global citizens. Perhaps the greatest challenge to this claim came from T. Zemach, a student herself at the time of writing the well-regarded 2008 essay, *American students abroad can't be global citizens*.

- ◆ Lewin, R. (Ed.) (2009). *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship*. New York, NY: Routledge.
- ◆ Morais, D., & Ogden, A. (2011). Initial development and validation of the global citizenship scale. *Journal of Studies in International Education*, 20(10), 1–22.
- ◆ Zemach-Bersin, T. (2008, March 7). American students abroad can't be global citizens. *The Chronicle of Higher Education*, 54(26), p. A34.

12. CULTURAL LEARNING & ENGAGEMENT

What makes education abroad a potentially transformative experience for students is in their ability and willingness to engage in their host cultures. Education abroad professionals have long acknowledged that students are likely best served when they are enabled and empowered to step outside of their comfort zones and engage respectfully with the host culture. In his 2007 article, *The View from the Veranda*, A. Ogden challenges education abroad professionals to make it impossible for students to avoid direct and meaningful contact with the host culture, to learn with and from them, and to explore new values, assumptions and beliefs.

- ◆ Citron, J. (2002). "U.S. students abroad: Host culture integration or third culture formation." Grünzweig, W., & Rinehart, N. (Eds). *Rockin' in Red Square: Critical approaches to international education in the age of cyberculture*. Piscataway, NJ: Transaction Publishers, 41-56.
- ◆ Ogden, A. (2007, Winter). The view from the veranda: Understanding today's colonial student. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, 35-56.
- ◆ Paige, R. M. (2015). Intensity factors. In J. M. Bennett (Ed.), *Sage Encyclopedia of Intercultural Competence* (pp. 444-447). Thousand Oaks, CA: Sage.
- ◆ Paige, R. M., Fry, G. W., Stallman, E. M., Josić, J., & Jon, J. (2009). Study abroad for global engagement: The long-term impact of mobility experiences. *Intercultural Education*, 20 (sup1), S29-S44.
- ◆ Slimbach, R. (2010). *Becoming world wise: A guide to global learning*. Sterling, VA: Stylus.

13. DIVERSITY & UNDERREPRESENTATION

The typical profile of an education abroad student is someone who is white, female, without any disability, majoring in the humanities, social sciences, or business, from a highly-educated family, with little to no financial need, and studying in Europe on a program of fewer than eight weeks' duration. There have been numerous calls over the decades urging education abroad professionals to provide holistic support to a more diverse student population. Led by M. Salisbury and his methodology of utilizing odds ratios, there has been considerable research into traditionally underrepresented populations and barriers to their participation.

- ◆ Lucas, J. (2009). Where are all of the males? A mixed methods inquiry into male study abroad participation. (Unpublished doctoral dissertation). Michigan State University, East Lansing, MI.
- ◆ Salisbury, M., Paulsen, M., & Pascarella, E. (2010). To see the world or stay at home: Applying an integrated student choice model to explore the gender gap in the intent to study abroad. *Research in Higher Education*, 51(7), 615-640.

- ◆ Salisbury, M., Paulsen, M., & Pascarella, E. (2011). Why do all the study abroad students look alike? Applying an integrated student choice model to explore differences in the factors that influence white and minority students' intent to study abroad. *Research in Higher Education*, 52(2), 123-150.
- ◆ Twombly, S., Salisbury, M., Tumanut, S., & Klute, P. (2012). *Study abroad in a new global century: Renewing the promise, refining the purpose* [Monograph]. ASHE Higher Education Report, 38(4).

14. CAREER DEVELOPMENT & EMPLOYABILITY

Although international educators have long extolled the value of education abroad, there is heightened interest in the linkage between education abroad and early career benefits. Among the more documented benefits of education abroad include improved interpersonal and communication skills, teamwork skills, and problem solving and analytical skills. In the 2011, *AIFS Student Guide to Study Abroad and Career Development*, M. Tillman provides students with a helpful framework to understand the added value of education abroad for career development.

- ◆ Anderson, C., Christian, J., Hindbjorgen, K., Jambor-Smith, C., Johnson, M. & Woolf, M. (2015). *Career integration: Reviewing the impact of experience abroad on employment*. Vol. 1., Boston, MA: CAPA.
- ◆ Christian, J., Johnson, M., Anderson, C., Hindbjorgen, K., & Woolf, M. (2017). *Career integration: Reviewing the impact of experience abroad on employment*. Vol. 2., Boston, MA: CAPA.
- ◆ Potts, D. (2015). Understanding the early career benefits of learning abroad programs. *Journal of Studies in International Education*, 19(5), 441-459.
- ◆ Tillman, M. (2011, June) *AIFS student guide to study abroad and career development*. Stamford, CT: American Institute for Foreign Study,
- ◆ Tillman, M. (2014). *Supporting education abroad & student career development*. Stamford, CT: American Institute for Foreign Study Publications.
- ◆ Trooboff, S., Vande Berg, M., & Rayman, J. (2007). Employer attitudes toward study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 9, 17–33.

15. ACADEMIC ENGAGEMENT & DEVELOPMENT

Although many in higher education are concerned with assessing what students are learning through education abroad, few studies have attempted to assess academic development in a broad, encompassing way. Instead, most assessment of academic learning has focused on discipline-specific knowledge. In their book, *Writing Across Culture: An Introduction to Study Abroad and the Writing Process*. T. Magistrale and K. Wagner (1997) expand on the importance of encouraging students to recognize academic programming as a vehicle through which to learn more about the host country's language, history, politics and culture. Students can use analytical writing as a tool for both displaying and acquiring knowledge.

- ◆ McKeown, J. (2009). *The first time effect: The impact of study abroad on college student intellectual development*. Albany, NY: State University of New York Press.
- ◆ Wagner, K. & Magistrale, T. (1997). *Writing across culture: An introduction to study abroad and the writing process*. New York, NY: Peter Lang.

16. LANGUAGE ACQUISITION

For decades, institutions have leveraged education abroad programming to enhance student learning in the area of foreign language acquisition. Developing foreign language proficiency was once a major consideration for students in choosing to study abroad. Although this is less often the case today, foreign language learning remains very much a central rationale for developing and promoting education abroad. C. Kinginger's 2009 publication, *Language Learning and Study Abroad* offers one of the most comprehensive summaries of foreign language acquisition in education

abroad contexts. As demonstrated in the *Georgetown Consortium Project*, the Oral Proficiency Interview (OPI) and the Simulated Oral Proficiency Interview (SOPI) can be leveraged to effectively measure proficiency gains through education abroad. W. Rivers may have been the first to challenge long-held assumptions about language learning acquisition through education abroad.

- ◆ Kinginger, Celeste. (2009). *Language learning and study abroad: A critical reading of research*. New York: Palgrave MacMillan.
- ◆ Rivers, W. P. (1998). Is being there enough? The effects of homestay placements on language gain during study abroad. *Foreign Language Annals*, 31(4), 492–500.
- ◆ Vande Berg, M., Connor-Linton, J., & Paige, R. (2009). The Georgetown consortium project: Interventions for student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 1–76.

17. EXPERIENTIAL LEARNING

Experiential learning is a widely used pedagogy in education abroad programming. D. Kolb's *Experiential Learning Cycle* provides a stable foundation for facilitating student learning and reflection in the context of education abroad and is arguably becoming more relevant as program offerings expand to include more community-engaged programming, such as international internships, undergraduate research and global service-learning. Community-engaged learning is not without some criticism, stretching back to I. Illich's famous 1968 speech, *To Hell with Good Intentions*.

- ◆ Chisholm, L. (Ed.). (2005). *Knowing and doing: The theory and practice of service-learning*. New York, NY: The International Partnership for Service-Learning and Leadership.
- ◆ Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.
- ◆ Lutterman-Aguilar, A., & Gingerich, O. (2002). Experiential pedagogy for study abroad: Educating for global citizenship. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 8, 41–82.
- ◆ Passarelli, A. & Kolb, D. (2012). Using experiential learning theory to promote student learning and development in programs of education abroad. In M. VandeBerg, R. M. Paige, & K. H. Lou (Eds.), *Student learning abroad: What our students are learning, what they're not, and what we can do about it* (pp. 137-161). Sterling, VA: Stylus.
- ◆ Tiessen, R. & Huish, R. (Eds.) (2013). *Globetrotting or global citizenship: Perils and potential of international experiential learning*. Toronto, Canada: University of Toronto Press.
- ◆ Tonkin, H. (Ed.). (2004). *Service-learning across cultures: Promise and achievement*. New York, NY: The International Partnership for Service-Learning and Leadership.
- ◆ Woolf, M. (2006). Come and see the poor people: The pursuit of exotica. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 13, 136–146.

18. GLOBAL HEALTH PROGRAMMING

By all accounts, academic global health programming appears to be burgeoning. In response to increasing student demand and enthusiasm, institutions are providing short-term training and service experiences in global health settings. The goal of these programs generally focus on reducing disparities in global health through a combination of research, education, and service. There are important ethical considerations associated with global health programming and in recent years, there have been a number of important publications that describe some of the issues and how to facilitate global health education effectively while minimizing unintended adverse consequences. The Forum on Education Abroad has produced its *Guidelines for Undergraduate Health-Related Programs Abroad* and the University of Minnesota offers an extensive online workshop for participants, called *Global Ambassadors for Patient Safety*.

- ◆ Crump, J. & Sugarman, J. (2008, September 24). Ethical considerations for short-term experiences by trainees in global health. *JAMA*, 300(12), 1456-1458.
- ◆ Crump, J. & Sugarman, J. (2010). Global health training: Ethics and best practice guidelines for training experiences in global health. *The American Journal of Tropical Medicine and Hygiene*, 83(6), 1178-1182.
- ◆ Bui, Thuy et al. (2016). *Reflection in global health: An Anthology*. San Francisco, CA: Global Health Collaborations Press.
- ◆ Lasker, J. (2016). *Hoping to help: The promises and pitfalls of global health volunteering*. Ithaca, NY: ILR Press.

19. SHORT-TERM EDUCATION ABROAD

Whether the popularity of short-term programming is being driven by changing student interests and demands, or whether institutional leadership and increasing faculty engagement are dictating and guiding the direction of program development, short-term programs are, according to L. Chieffo, “here to stay.” The momentum toward short-term programming has certainly sparked scholarly interest in understanding and documenting the various outcomes specifically associated with shorter program durations.

- ◆ Chieffo, L. & Spaeth, C. (Eds.). (2017, Forthcoming). *NAFSA’s guide to successful short-term programs abroad*, 3rd Ed. Washington, DC: NAFSA: Association of International Educators.
- ◆ Chieffo, L., & Griffiths, L. (2009). Here to stay: Increasing acceptance of short-term study abroad programs. In R. Lewin (Ed.), *The Handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 365-380). New York: Routledge.
- ◆ McCallon, M. & Holmes, B. (2010). *Faculty-led 360: Guide to successful study abroad*. Agapy.

20. GENERAL RESEARCH & SCHOLARSHIP

Whereas the profession of education abroad is growing, so too is the field of scholarly research on student mobility. There is a growing plethora of journals, books, databases and websites that are of relevance for those involved in the study and/or practice of education abroad. H. de Wit and D. Urias provide a comprehensive overview and analysis of international education, research, training, and resources in the Sage Handbook of International Higher Education. The Association of International Educators released a research agenda in 2016 on U.S. education abroad, authored by A. Ogden.

- ◆ De Wit, H. & Urias, D. (2012). An overview and analysis of international education, research, training, and resource. In D. Deardorff, H. de Wit, J. Heyl, & T. Adams (Eds.) *The SAGE Handbook of International Higher Education*. (pp. 101-110). Thousand Oaks, CA: SAGE Publications.
- ◆ Ogden, A. (2016). Toward a research agenda on US education abroad. Association of International Education Administrators (AIEA). Available at, <http://www.aieaworld.org/research-agenda>

21. GENERAL PROFESSIONAL

Essential reading to professionals in education abroad is NAFSA’s Guide to Education Abroad for Advisors and Administrators. Now in its 4th edition, this indispensable publication provides essential reading for education abroad professionals in all stages of their careers. NAFSA and the Forum in Education offer numerous other resources on specific topics relevant to education abroad professionals.

- ◆ Chieffo, L. & Spaeth, C. (2017) (Eds.) *NAFSA’s Guide to Successful short-term programs abroad*, 3rd Edition. Washington, DC: NAFSA: Association of International Educators.
- ◆ Martin, P. (2017) *Crisis Management in Education Abroad*. Washington, DC: NAFSA: Association of International Educators.

- ◆ The Forum on Education Abroad. (2015) *Standards of Good Practice for Education Abroad*. 5th Edition. Retrieved from <https://forumea.org/resources/standards-of-good-practice/>
- ◆ Wiedenhoeft, M., Hernandez, M. & Wick, D. (2014) (Eds.) *NAFSA's Guide to Education Abroad for Advisers and Administrators*, 4th Edition. Washington, DC: NAFSA: Association of International Educators.

KEY REFERENCES

There is a wide array of outlets for the latest research in education abroad, including well-respected, peer-reviewed journals, such as *Frontiers: The Interdisciplinary Journal of Study Abroad*, the *Journal of Studies in International Education*, and the *Comparative Education Review*, only to name the most prominent.

Other key references include:

- ◆ The *IDP Database of Research on International Education* provides a comprehensive collection of books, articles, conference papers and reports (http://opac.acer.edu.au:8080/IDP_drie/index.html).
- ◆ The Center for Global Education (<http://globaledresearch.com/>) provides a searchable database.
- ◆ Dr. David Comp's International Higher Education blog (<https://davidcomp.wordpress.com/>).
- ◆ Numerous education abroad offices provide compilations of reading and career development information, such as the University of Illinois (<http://studyabroad.uic.edu/perspectives/>) and the University of Minnesota (<https://umabroad.umn.edu/professionals/intleducators/tips>).
- ◆ NAFSA provides extensive research relevant to international education on its website, including, *NAFSA Research Connections* offering bibliographies on new research & scholarship.
- ◆ For more information on scholars-practitioners, consider reading Streitwieser, B. & Ogden, A. (Eds.) (2016). *International education's scholar-practitioners: Bridging reflection and practice*. Symposium Books, Oxford, UK.