Curriculum Integration

Opportunity for Continuity or Disruption?

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Curriculum Integration and Its Benefits: Continuity

Awards credit toward college degrees
Supports study abroad with financial aid
Avoids delays in degree completion
Situates study abroad within a student’s academic trajectory
Gustavus Adolphus Study Away Search Options

Language
- African Languages
- Afrikaans
- Arabic

Discipline
- Accounting
- Advertising
- African Studies

Program Type
- Program Provider: Any
- Program Term(s): Any
- Minimum Class Standing: Any
- Minimum GPA: Any
- Prerequisites: Any
- Previous Language Study Req?: Any
- Language of Instruction: Any
- Language courses offered: Any
- Housing Options: Any
- Areas of Study: Any
- Program Design: Any
- Additional Program Options: Any

Sort Options:
- Sort Results By: Program Name, City, Country, Region
- Order: Ascending, Descending
Curriculum Integration’s Constraints

- Uneven impact on study abroad demographics
- Privileges curricular sameness
- Ignores learning outside the classroom
- Does not prepare students for disruption and engagement with difference
- Neglects meaning-making post-study abroad
What is Study Abroad’s Potential?
Transformative Learning

- Disruption / Alienation
- Questioning and Experimentation
  - Assumptions / Habits
- Integration of old and new assumptions
- Change in frame of reference or worldview

*Transformative learning results from high-intensity dissonance*

Kiely 2006
Opportunity to Learn Differently from at Home

Place
People
Classroom
Time
Essentials for Learning Off-Campus

Self-Authorship

Engagement with Place and People

Opportunities for Meaning-Making During the Experience and After

Unemployment among university graduates
Dakar, Senegal
For Consideration: Preparing Students to Learn Off-Campus

1. If it’s not hard, it’s not worth it.
   Confusion, Disequilibrium, and Discomfort result in growth –
   but require opportunities for unpacking.

2. It takes a curriculum (and co-curriculum)
   Experiential, interdisciplinary, and intercultural learning

3. If I own it, I claim it: Student agency.
   What do I want to learn and why? How am I going to achieve my goals?

4. Hey, I’m back! What now? So what? Who cares?
   Provide structures for post-study abroad meaning-making and dissemination
What to know more? Resources

• AAC&U.  [https://www.aacu.org/value/rubrics/intercultural-knowledge](https://www.aacu.org/value/rubrics/intercultural-knowledge)


• University of Minnesota.  [https://umabroad.umn.edu/professionals/curriculumintegration/general/minnesotamodel](https://umabroad.umn.edu/professionals/curriculumintegration/general/minnesotamodel)


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