



International Conference
The Future of Education



treffpunkt sprachen 
ZENTRUM FÜR SPRACHE,
PLURILINGUALISMUS UND FACHDIDAKTIK



Study abroad guidelines as a tool to support international student mobility

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Outline

What does it mean to teach in an **international classroom**?



What is our project's **main focus**?



What is the project's **general framework**?



Which **data** did we collect?



Who are the **study abroad guidelines** for?



1/5 The International Classroom



Possible differences	Classrooms with mostly local students	International Classrooms
Expectations regarding teaching/learning/assessment	rather homogeneous	rather heterogeneous
Familiarity with the University of Graz	rather high	rather low
Emotional support from family and friends because of physical closeness	rather high	rather low
Contact/friendships with local students	rather high	rather low
Understanding of Austrian Standard German	rather high	rather low
Transit and diversity experience; continuous reflexion of one's own origins and identity	rather low	rather high



2/5 Main focus



Critical Incidents in university-based teaching and learning settings

Organization of studies

- orientation at the university, individual schedule

Teaching methods & Learning styles

- knowledge transfer, acquisition of knowledge

Performance requirements

- assessment practices and expectations

Communication & Interaction

- social expectations for behaviors and roles

3/5 General framework



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Centre for Language,
Plurilingualism and
Didactics

Target agreement with the principal

Close connection
between research and
teaching

Research philosophy

Application and
dissemination-
oriented

Project start

Winter term 2014/15
,Study abroad –
needs and
experiences‘

4/5 Data collection

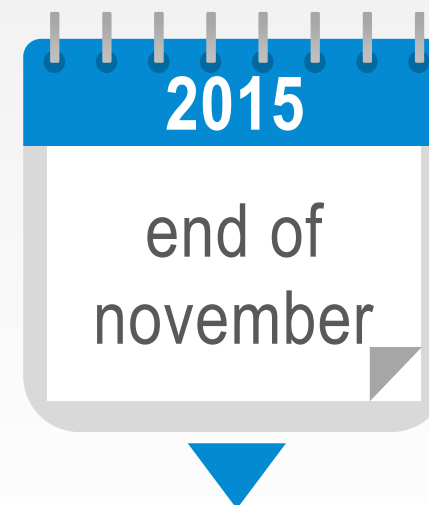
part I/II



5 participants (4 female, 1 male Erasmus students)



First interviews: questions concerning adjustment, personal goals, experiencing diversity etc.



First written reflections: about instructional and administrative interaction

4/5 Data collection

part II/II

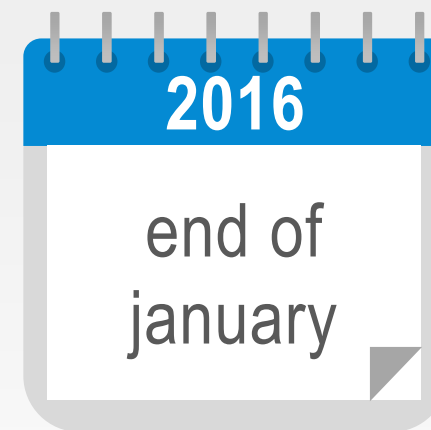


Second interviews: adaption, motivation, learning settings, self- and external perception, Austrian Standard German

On request: feedback on first written reflexion (grammar, lexikon)



Second written reflection: summary and personal conclusion about the semester abroad



Third interviews: satisfaction, achievement of goals, support, changes

On request: feedback on second written reflection

5/5 Three different study abroad guidelines

❖ Incoming and Outgoing Students:

Before your departure – After you arrive (Critical Incidents in teaching and learning) – After you return – Further reading

❖ University teachers:

What does it mean to teach international exchange students? – The International Classroom – Relevance and effectivity of study abroad – Further reading



Literature



- **Kinginger**, Celeste (Hrsg.) (2013). Social and Cultural Aspects of Language Learning in Study Abroad. Amsterdam/ Philadelphia: John Benjamins Publishing Company.
- **Montgomery**, Catherine (2010). Understanding the International Student Experience. Houndmills: Palgrave MacMillan
- **Seidl**, Eva (2016). Short term study abroad - Needs and experiences. Überlegungen zu einem hochschuldidaktischen Forschungsprojekt, in: Fremdsprachen und Hochschule: FuH 91, S. 34-54.

Guidelines and Contact

We are happy to send you the guidelines (pdf) via e-mail.

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