

A STUDY ABROAD COURSE FOR  
FIRST-GENERATION COLLEGE STUDENTS

A CREATIVE PROJECT  
SUBMITTED TO THE GRADUATE SCHOOL  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

MASTERS OF ARTS

IN

STUDENT AFFAIRS ADMINISTRATION IN HIGHER EDUCATION

BY

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## CHAPTER ONE

### INTRODUCTION

First-generation students are a unique population in universities and colleges. The campus culture is very important to the persistence of these students. These students must have institutional support system because they receive limited encouragement from family and friends (Terenzini, 1996). The basis of study abroad programs at universities is to increase out of class experiences which will aid educational attainment. Astin (1993) found out of class activities all contribute to persistence.

For first-generation students out-of-class experiences help build a connectedness to the university. Kuh, Schuch, and Whitt (1991) concluded these experiences increase student positive relationship with faculty, increase leadership, and future career success. This is especially relevant for first-generation students who need extra incentives to stay engaged in the academic experience.

The ideas on this project were based on building institutional relationship, persistence and global conscious for first-generation students. The following components of this project involve recruiting and course materials. The final segment of the program will involve a comprehensive presentation to the campus. The intended country for the program will be Ghana, Africa. This will be discussed in the methodology section of the

paper. The creative project created a three-stage process to properly gauge the success of the participants. An application and selection committee was created, a substantive curriculum for the class was formulated, interactive activities for the participants were processes, and a post evaluation of the study abroad is required for all participants.

### **Statement of Purpose**

The purpose of this project was to provide a study abroad learning experience for first-generation college students. The project contained marketing and recruitment materials, course materials, and educational events during the study abroad, and a post-event debriefing. The program was formed to recruit first-generation students to explore cultures different from their own in order to expand global awareness. The program content informs students about logistical information, international travel guidelines, and educational aspects while studying abroad. Lastly, this project will create an avenue for first-generation students to discuss with family, friends and the campus community about their learning experiences while traveling abroad.

### **Significance of Study**

The objective of this creative project was to create an out-of-class educational experience for first-generation students. The significance of this program was based on the invaluable learning related to global exploration. This program transformed the learning experience for first-generation students. Such an experience affects student's personal and academic life while enhancing their cross-cultural understandings of the world outside their neighborhood. The screening and application process will aid program facilitators in recruiting serious participants. By implementing a three stage

process, students will have the information to gauge their growth before and after the study abroad experience.

### **Subjectivity Statement**

As a first-generation student, my education has allotted me the opportunity to travel outside the United States. I grew up in an inner-city working-class family and my parents never discussed life outside of the city. I always dreamed of traveling the world but thought it was not a reality. Finally, during my graduate year at Ball State University I was able to travel to Central America. This experience changed my world view on many issues including poverty, social justice, and globalization. I want to expand the knowledge for students with content found outside of the classroom. This is the foundation for my pre- and post-study abroad program for first-generation students.

### **Scope and Limitations**

The pre- and post-study abroad program for students was created to aid first-generation college students. The program was designed to have a three-part process to encourage, enhance, and assess the study abroad experience. The application and screening process was developed to create applicants who are sincerely interested in exploring the world outside their host country. It consisted of a contract, application, and three letters of recommendation from faculty and staff. The actual acceptance in the program required student to attend informational sessions about study abroad. The classes will explain the passport process, content of travel logistics, and course content.

If the intended population is not made aware of this program it could alter the effectiveness. Due to lack of internal university funding, private and grant monies will be

needed to enhance the program .Additionally, apprehension from first-generation students about study abroad also adds to the limitations of this program.

### **Organization of the Paper**

This creative project was organized into four chapters. Chapter two contains literature review related to first-generation students, study abroad programs and the implementation of these programs at universities and colleges. Chapter three consists of a description of the methods used to create a pre-and post-program study abroad program for first-generation students. Chapter four contains marketing and recruiting materials, course content, and a post trip presentation assignment.

CHAPTER TWO  
REVIEW OF RELATED LITERATURE

**Summary of the Project**

Why do some students decide to study abroad? How can this academic endeavor change the outlook on education for first-generation students? Traveling outside the United States is foreign to many first-generation students. Many of them have parents who might not understand the importance of this opportunity. According to Ishitani (2006), first-generation students are those whose parents have never been to college. Byrd and Macdonald (2005) stated the following about first-generation students:

One distinctive finding of this study is that first-generation students' life experiences contributed to the development of skills perceived as critical to success in college. In other words, work experience and family motivations gave students the time management, goal focus, and self-advocacy skills that prepared them for the demands of college. While academic skills are clearly important, time management, goal focus, and self-advocacy emerged as more important through stories, experiences, and reflections. These skills, it seems, are woven into or emerge out of life experience more than do academic skills. (p. 32)

Worldwide researchers have recognized the importance of study abroad and

academic success especially in regards to persistence through education. Scott (1956) described how the study abroad experience for Swedish students to the United States enhanced their commitments toward socially constructive activities and world-mindedness. Likewise, researchers have found the same positive effects for American students. In order to provide a worldwide perspective to first-generation students, intentional programs must be accessible to this particular group. The study abroad experience has lasting effects for first-generation students that go beyond the classroom.

### **First-Generation College Students**

First-generation students have several factors that decrease their chance for academic persistence, such as low college entrance exams, family responsibilities, and lack of college introduction. The students often come from racial/ethnic minority background's and low income household, speak another language besides English at home, and achieve low scores on their college entrance examinations (Bui, 2002). They do not understand the *rules of the game* of higher education which could help them in academic persistence (Collier & Morgan, 2008). These factors also limit the opportunity to partake in study abroad programs because of the lack of access. Family dynamics also are important for first-generation students. Many receive limited encouragement from family and friends for degree attainment (Terenzini, Springer, Yaegar, Pascarella, and Nora, 1996), and have low degree aspirations (McCarron & Inkelas, 2006; Terenzini et al., 1996). Internal conflict happens as they separate from home to college (London, 1989). Finally, feelings of guilt, alienation and disharmony or *breaking away* from their families and adjusting to higher education movement are apparent for first-generation students (London, 1989; Striplin, 1999).

College can be quite scary for students, especially first-generation students. The campus ecology, location, and atmosphere of college create the learning environment for the students. For first-generation students, *knowing the game* is a factor in their academic success. York-Anderson and Bowman (1991) found contrasting differences between traditional and first-generation students in regards to basic knowledge of college, personal commitment, and level of family support, with first-generation students having more disadvantages. Not only are first-generation students having a lack of knowledge about the college experience, but academic expectations are daunting. Transition from high school assignments to college requirements often leave many first-generation students struggling. “It is only when we see that mobility involves not just gain but loss . . . that we can begin to understand the attendant periods of confusion, conflict, isolation, and even anguish that first-generation students report here” (London, 1989 p. 168).

The statistics for dropout rates among first-generation student is twice more likely than traditional students (23 percent vs. 10 percent). During the sophomore year, first-generation students also have significant rates of leaving; and three years after enrolling in college first-generation student were less likely to persist to a bachelor’s degree (Choy, 2001). Regardless of enrollment status, full-time and part-time first-generation students still had the same results. In terms of types of institutions, first-generation students also had a lack of persistence in completing college degree. At four-year schools, full-time first-generation students were less likely than non-first-generation students to finish college (Nunez & Cuccaro-Alamin, 1998). Similarly, full-time first-generation students at two years schools had comparable persistence and attainment rates.

With the statistics being unfavorable for first-generation students, scholars, and

administrators have proactively tried various avenues to aid in persistence for first-generation students. Federally funded programs (e.g., TRIO) have been experiential in this process. Programs such as Upward Bound, Talent Search, and the Ronald E. McNair Post-Baccalaureate Achievement Program intentionally aid first-generation students for college success (Grimmett, Bliss & Davis, 1998).

### **Campus Study Abroad Programs**

Due to the influx of globalization, an emphasis has been put on increasing a worldwide perspective in education. Universities of higher education have intentionally made study abroad programs essential in the holistic college experience (Pickert, 1992). There are invaluable advantages to studying abroad such as networking, travel, and learning new cultures. Academic advantages such as language proficiency improved for students who studied abroad. Many of them improved their foreign language skills, increased knowledge about other cultures, and became familiar with social issues outside their original culture (Carlson, Burn, Useem, & Yachimowicz, 1990; Opper, Teichler & Carlson, 1990).

The racial disparities in study abroad programs are apparent. Stewart and Talburt (1999) stated:

Faculty and administrators who seek to expand participation by students of color in study abroad, to enable their and women's learning, and to enhance students cross-cultural awareness must prepare curriculum that mesh with these goals. By taking into account the very differences individuals bring to study abroad, it is possible to engage students in the classroom on academic, cultural, and personal levels. (p. 12)

Also, it has been found that fewer minorities have participated in study abroad programs (Desoff, 2006; Henbroff & Ruzs, 1993; Lambert, 1989). Researchers have found that study abroad programs are utilized by more women than men and paired with certain academic majors. Study abroad programs are utilized mostly by White females with humanities or social science majors (Council on International Education, 2006).

For first-generation students traveling abroad is usually not an option. International travel increases cultural capital and research shows that first-generation college students rarely have information about these program due to unfamiliarity with college (McDonough, Korn & Yamasaki, 1997). Students often don't recognize the utility in programs and support systems at universities and study abroad in particular. The myths and perceived stress related to study abroad often hinders students from taking advantage of this opportunity.

### **Study Abroad Programs for First-Generation Students**

Becoming culturally diverse should be an option for all students during their undergraduate career. Bolen (2006) stated, "Study abroad has shifted from a marginal opportunity originally confined to an elite group of students to a cornerstone of US higher education" (p. 23). The holistic approach to aiding in the development of first-generation students is essential to any study abroad programs. Unfortunately, there is a gap to close between universities officials and first-generation students. For many first-generation college students leaving home for the first time is a difficult experience. Therefore, participating in a study abroad program would seem very arduous. The socioeconomic background of many first-generation college students did not allow access to worldwide travel. A university must understand these initial apprehensions by first-generation

students in order to try to engage the student in the study abroad experience.

In Astin's 1993 book entitled, *What Matters In College*, he included a measure called cultural awareness in his methodology. It gauged the students' self-estimates of how much their undergraduate experience had contributed to their cultural awareness and acceptance of different races or cultures. The study abroad experience will aid first-generation college students in being globally aware of academic, social, and environmental inequalities throughout the world. Many universities have taken this idea and implemented study abroad specifically for first-generation students. For example, Butler University in Indianapolis, Indiana created two programs to aid first-generation students in experiencing study abroad (Institute for Study Abroad, 2012). The Butler Scholar Program for first-generation students provides \$2,500 to aid in the expenses of a study abroad trip. This monetary support is very vital in for first-generation students since statistically most come from lower socio-economic status. Next, the inclusion of familial support is utilized by Butler in the Fill the GAP program which allows friends and family to monetarily contribute to a student's study abroad account. The university will match a student's contribution up to \$1,000. Both of these programs are specific to helping first-generations college students take advantage of study abroad.

Finally, study abroad programming aimed at attracting first-generation students should be intentional and regularly evaluated. Kehl and Morris (2007) agreed that:

If educators and administrators determine that a study abroad experience is a vital part of college education, leaders must be ready to justify this importance with research which and provide increased transparency in the promotions and design of programs . . . regular assessment . . . is needed

to help measure and document the changes occurring as a result of these experiences. (p. 77)

### **Summary**

First-generation students are very important in the academic population. They are a glimpse into the ever changing socioeconomic dynamic of higher education. The development of programs such as study abroad will aid them in persisting through education by offering a worldwide perspective on important social, academic, and cognitive issues. On the other hand, the majority of participation in study abroad programs has been utilized by a specific group of students and the academic advantages have been invaluable. Through internal changes within universities these opportunities will become more accessible to first-generation students.

## CHAPTER THREE

### METHODOLOGY

#### **Statement of Purpose**

The purpose of this project was to provide a study abroad learning experience for first-generation college students. The project contained marketing and recruitment materials, course materials, and educational events during the study abroad, and a post-event debriefing. The program was formed to recruit first-generation students to explore cultures different from their own in order to expand global awareness. The program content informs students about logistical information, international travel guidelines, and educational aspects while studying abroad. Lastly, this project will create an avenue for first-generation students to discuss with family, friends and the campus community about their learning experiences while traveling abroad.

#### **Methodology**

In order to adequately design a sufficient program various forms of data were collected for the project. The intensive literature review regarding first-generation students and the study abroad experience was compiled as the foundation. Next, informal in-depth interviews of first-generation students were conducted to assess how the targeted population felt about study abroad. These interviews provided meaningful suggestions on how to structure the actual course content. Also, my personal experience as a first-

generation student also influenced this project. I was able to use my knowledge and experience to aid in this research and course creation. Finally, best practices for a successful study abroad experience were researched to help with the learning outcomes of the students. These include recruitment, advising, pre-departure activities, and post-trip analysis.

### **Design of Project**

The study abroad program for first-generation college students was created to help with persistence for students on the campus of Ball State University. This experience will improve social and academic skills, engage international awareness, and provide a holistic learning experience. The recruitment steps of the program start with marketing and recruitment materials. A social media action plan was created as well as an actual application for the recruitment aspect of the program. Next, the first-generation students who are accepted in the program must complete a 15-week one-hour course. The course content will involve readings, cultural terminology, and activities. The lesson plans will help students learn information about passport, immunization, and immigration requirements. The fees for passport and immunizations will be provided by the program.

The final presentation of the students experience to campus is a method of recruitment as well as culmination of the project. Prior to the study abroad experience, students will be required to create an online blog. The funding for this program and the free cost to students will require an academic commitment. A pledge to finish the course and present to the campus your findings will be implemented in the course content.

The program will have at least 15 students, one instructor, and a graduate assistant. Also, there will be a collaborative effort between the Rinker Center at Ball State

University and the Multicultural Center to serve as advisors for the students. Each assignment and activity in the course will build on cultural awareness, international travel regulations, and the host country. The students will be required to reflect on information presented in readings and class discussions. The process of learning about each other will be important during this class. Each student will be assigned a traveling buddy to help with the transition. The purpose of this is to build relationships and compare and contrast information about the class with a person similar to you.

After the introduction of the course, various guest speakers will be invited to the class. These include someone to inform about visas, passport, and immunization. The itinerary for each student will be provided to the parent and/or guardian for safety purposes. Every student has to create a pre-journal about their expectations of the trip. The 15-week course will end with the trip over the winter break, and it will last three weeks. The following semester the students will be required to present their findings to the campus.

### **Summary**

The study abroad program for first-generation students will be an educational experience. The out-of-class knowledge gained through engagement with other classmates, traveling abroad for the first time, and committing to learn about a new way of life will be invaluable. The various forms of data gathering efforts have provided a blueprint for a comprehensive and intentional study abroad experience for first-generation students.

## CHAPTER FOUR

### A STUDY ABROAD COURSE FOR FIRST-GENERATION STUDENTS

#### **Project Summary**

This project created a study abroad learning experience for first-generation college students at Ball State University. However, this project can be duplicated to fit the needs and learning outcomes at other institutions. The concept of this project was to provide first-generation students the access and information to experience study abroad through Ball State University. The project provides readers with marketing and recruiting materials, course content, and post evaluation items. These supplements can be implemented to help with the targeted population at various institutions.

The project contains the following items:

#### Recruitment Materials

- Social Media Action Plan, p. 20.
- Application, p. 21.

#### Course Documents

- Syllabus, p. 22-28.
- Lesson Plan, p. 29-45.

Post Trip Presentation, p. 46.

## Social Media Action Plan

### Tie Social Media to Your Program

First-Generation Students	Goals
Twitter <ul style="list-style-type: none"> <li>• Introduce new program through hash tag</li> <li>• Collaborate with Rinker Center</li> </ul>	50 new followers on Twitter
Facebook <ul style="list-style-type: none"> <li>• Create Facebook page for program</li> <li>• Collaborate with Rinker Center</li> <li>• Collaborate with Multicultural Center</li> <li>• Create online poll for page</li> <li>• Post program application link</li> </ul>	100 new friends on Facebook page 500 Likes on Facebook page
Email <ul style="list-style-type: none"> <li>• Send mass email to campus about program</li> <li>• Weekly reminders about application deadline</li> <li>• Provide link to program Facebook page and webpage</li> </ul>	50 applications for program

### Use Proper Tools to Achieve Social Media Goals

Social Media Tools	Purpose
Twitter	Easy access, large audience, quick response, increase awareness of program
Facebook	Provides visual information about program, online presence, graphics, pictures
Email	Mass communication, link to Facebook page, list service to campus, compile potential students for program
YouTube	Create video about first-generation students and study abroad
Instagram	Pictures of potential destinations for program
Online Forum	Interactive, engaging, provide Q&A session about program

**2013 First-Generation Study Abroad Experience Application**

Office of Student Life  
Student Center 133

Please submit the following information:

Name: \_\_\_\_\_ BSU ID #: \_\_\_\_\_

Local Address: \_\_\_\_\_

Circle one:    Freshman      Sophomore      Junior      Senior

Major: \_\_\_\_\_ G.P.A.: \_\_\_\_\_

This program was developed with a goal of assisting first-generation students in the study abroad experience. Each applicant must illustrate in his/her essays how being in this program is critical to their overall academic experience at Ball State University. Financial need will be a factor in selection.

Please type the answers to the following questions on a sheet of paper:

1. Please list your parent's educational background.
2. Have you ever traveled internationally?
3. Please list extracurricular activities that you are involved in outside of the university.
4. Please list any previous and current work experience.
5. Please list campus organizations that you would like to join, and what leadership positions you aspire to hold during your future at Ball State University.
6. In a 3-4 page essay please answer the following questions:
  - How could you, as a first-generation college student, benefit from this program?
  - What difference will the program have in your leadership/academic plans in the future?
  - Please discuss any fears, apprehensions, etc. about traveling internationally.

7. Please provide us with a list of 3 references and contact numbers. At least two of the references must be from a professor. The others can be from a university official or supervisor.

Applications for First-Generation Study Abroad Experience must be submitted to the Office of Student Life (SC 133) by **Friday, April 6, 2013**. Finalists will then be contacted for an interview.

To be considered, students must be a first-generation college student who plans to attend Ball State University for the 2013-2014 academic school year. Students will be required to sign a pledge to complete the program, have a desire to study abroad, and be available for travel during winter break.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

*This signature authorizes the evaluation committee for First-Generation Study Abroad Experience to review your University grade point average. This information will be kept in confidence and will not be transferred to any other party.*

**First-Generation Study Abroad Experience  
EDHI 202 Fall 2013**

\*\*\*Course# EDHI 202, Reference #52362, Section 001, Credit Hours: 3.0\*\*\*

	Alexandria White, Associate Director & Program	
Instructor	Coordinator	Phone 765-285-2621
	Oprah Winfrey, Graduate Assistant	
Office	Student Center, Room 133	Email aswhite@bsu.edu
Office Hours	M (8-5), T (8-5), W (8-5), R (1-4), F (8-5)	

PLEASE NOTE: THIS COURSE RELIES HEAVY ON BSU EMAIL, AND TO NOTIFY STUDENTS OF RELEVANT COURSE INFORMATION. IT IS VERY IMPORTANT THAT YOU CHECK YOUR EMAIL REGULARLY FOR COURSE UPDATES.

**Course Description:**

This course is designed to help facilitate and enhance the academic experience for first-generation students through study abroad. Students will participate in class discussions, reading, and assignments in order to prepare them for international travel. These course assignments will aid in creating an effective platform to involve first-generation students in study abroad.

**Course Goal:**

The program was formed to bring awareness of study abroad travel, increase institutional commitment, and provide a comprehensive academic experience. Lastly, the program participants will present their study abroad experience to the campus to aid in the next recruitment of students. This semester EDHI 202 will explore controversial topics of study abroad that include culture shock.

**Course Requirements:**

Students are required to attend weekly one-hour class from September-December. The travel experience will be held during winter break.

**Grading:**

Students will need to attend all classes. The trip is mandatory for EDHI 202 students. Students will also complete the following assignments.

Passport Application Completion	30 points	Participants are expected to successfully complete all requirements.
Fifteen Classes (5 pts. each)	75 points	
Class Participation	35 points	
Online Blog Completion	20 points	
Submit Course Definitions (10 pts. each)	20 points	
Post Trip Presentation	20 points	
<b>Total Points</b>	<b>200 points</b>	

### **Special Need Learners:**

Student will have special needs that may affect their academic performance related to this course or require special instructional strategies should make these special needs known to the instructor during or immediately after the first meeting of the course. Special needs students should also contact Larry Markle at (765) 285-5293.

### **Course Schedule:**

<b>Class Lessons</b>	<b>Topic(s) &amp; Offices/Speakers</b>	<b>Assignments Due</b>
<b>Lesson 1</b>	Course Introduction  <u>Offices/Speakers:</u>  Program Coordinator  Rinker Center faculty member	Learn and define the following: <ul style="list-style-type: none"> <li>• Ethnocentric.</li> <li>• Ethnicity.</li> <li>• Eco-tourism.</li> <li>• Diversity.</li> <li>• Cultural awareness.</li> <li>• Globalization.</li> </ul>

<b>Lesson 2</b>	Passport Informational pt.1  <u>Offices/Speakers:</u>  Personnel from the United States Postal Service	<ul style="list-style-type: none"> <li>• Completed passport application with required documentation</li> <li>• Passport photo</li> <li>• Original birth certificate</li> </ul>
<b>Lesson 3</b>	Let Me Introduce Your Travel Buddy  <u>Offices/Speakers:</u>  Program Coordinator	<ul style="list-style-type: none"> <li>• Read the article Ten Things You Should Know About Global Hunger <a href="http://www.angelrockproject.com/arp/news/articles/9416-ten-things-you-should-know-about-hunger.pdf">http://www.angelrockproject.com/arp/news/articles/9416-ten-things-you-should-know-about-hunger.pdf</a></li> </ul>
<b>Lesson 4</b>	What Do You Know About Other Cultures?  <u>Offices/Speakers:</u>  Program Coordinator	<ul style="list-style-type: none"> <li>• Create personal itinerary for trip.</li> <li>• What do you hope to gain from this experience?</li> </ul>

<b>Lesson 5</b>	Education outside the Classroom  <u>Offices/Speakers:</u>  Program Coordinator	Learn and define the following:  <ul style="list-style-type: none"> <li>• Study abroad.</li> <li>• Visas.</li> <li>• Embassy.</li> <li>• United States customs.</li> <li>• Passport.</li> </ul>
<b>Lesson 6</b>	Ice Breaker  <u>Offices/Speakers:</u>  Program Coordinator  Dr. June Payne- Director of Counseling and Health Services	<ul style="list-style-type: none"> <li>• Read the article Students of color at DePaul take on the world  <a href="http://distinctions.depaul.edu/Pages/StudyAbroad.aspx">http://distinctions.depaul.edu/Pages/StudyAbroad.aspx</a></li> </ul>
<b>Lesson 7</b>	How Safe Will I be?  <u>Offices/Speakers:</u>  Program Coordinator  Scott Cantrell-Director of International Student Services	<ul style="list-style-type: none"> <li>• Activity, find the address to the United States Embassy in Accra, Ghana.</li> </ul>
<b>Lesson 8</b>	Global Classroom  <u>Offices/Speakers:</u>	<ul style="list-style-type: none"> <li>• Activity, create Skype login</li> </ul>

	Program Coordinator	
<b>Lesson 9</b>	<p>Online Blog</p> <p><u>Offices/Speakers:</u></p> <p>Program Coordinator</p> <p>Dr. Roger Wessel-Instructor of Technology</p>	<ul style="list-style-type: none"> <li>• Activity, post picture of yourself on your online blog.</li> <li>Send a post to program coordinator from your online blog.</li> </ul>
<b>Lesson 10</b>	<p>The Privilege Walk</p> <p><u>Offices/Speakers:</u></p> <p>Program Coordinator</p>	<ul style="list-style-type: none"> <li>• Activity, tell people about your online blog on your Facebook page.</li> <li>Bring passport to class.</li> </ul>
<b>Lesson 11</b>	<p>Passport Information pt. 2</p> <p><u>Offices/Speakers:</u></p> <p>Program Coordinator</p>	<ul style="list-style-type: none"> <li>• Read the article Unemployment, Poverty and Inequality: A threat to the stability of Ghana?</li> <li><a href="http://www.moderngh">http://www.moderngh</a></li> </ul>

		<p>ana.com/news/391342</p> <p>/1/unemployment-poverty-and-inequality-a-hidden-secur.html</p>
<b>Lesson 12</b>	<p>Educational Components</p> <p><u>Offices/Speakers:</u></p> <p>Program Coordinator</p>	<ul style="list-style-type: none"> <li>• Activity, find a fun fact about Ghana and write a short story about it. (200 words or less)</li> </ul>
<b>Lesson 13</b>	<p>Educational Components</p> <p><u>Offices/Speakers:</u></p> <p>Program Coordinator</p> <p>Dr. Ardy Bittaye- Associate Professor of African Studies</p>	<ul style="list-style-type: none"> <li>• Activity, update online blog. Provide a countdown until the trip.</li> </ul>
<b>Lesson 14</b>	<p>Wrap Up</p> <p><u>Offices/Speakers:</u></p> <p>Program Coordinator</p>	<ul style="list-style-type: none"> <li>• Contact information of parents/guardians</li> <li>• Bring itinerary for final logistical information</li> </ul>
<b>Lesson 15</b>	<p>Final Preparation</p> <p><u>Offices/Speakers:</u></p>	<ul style="list-style-type: none"> <li>• A handout will be given with the</li> </ul>

	Program Coordinator	<p>requirements of the post-trip presentation.</p> <ul style="list-style-type: none"><li>• Q &amp; A session about the assignment, trip, and contact information.</li><li>• Access each student's online blog for content.</li><li>• Final Questions?</li></ul>
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## **Lesson 1 -- Course Introduction**

### Offices/Speakers:

Program Coordinator

Rinker Center faculty member

### Learning Objectives:

After completing this lesson, students should be able to:

- Locate the Rinker Center on campus and be familiar with the duties and responsibilities of the office.
- Learn the importance of the pledge and completing the program.
- Be familiar with the expectation and responsibilities of this course.

### Lesson Outline:

- Introduction and Ice Breaker: Who am I? How was I chosen for this program?
- What are the expectations in this course? How will it benefit me?
- Introduction of Rinker Center faculty member.
- Guest Presentation: The Rinker Center faculty member will provide a presentation that will discuss Rinker Center resources and how the advising process will be done for individual student selected in program.
- Class discussion on presentation.
- Explain next week's assignment.

### Assignments Due:

Learn and define the following:

- Ethnocentric.

- Ethnicity.
- Eco-tourism.
- Diversity.
- Cultural awareness.
- Globalization.

## **Lesson 2 -- Passport Informational pt. 1**

### Offices/Speakers:

Personnel from the United States Postal Service

### Learning Objectives:

After completing this lesson, students should be able to:

- Learn how to properly fill out a passport.
- Learn about the required documents for a passport application.
- Become familiar with passport requirements and fee information online at:  
[http://www.travel.state.gov/passport/passport\\_1738.html](http://www.travel.state.gov/passport/passport_1738.html)

### Lesson Outline:

- Class activity: Students will be given a copy of an actual passport (preferably program coordinator). A question and answer session about the document will begin.
- Guest Speaker: The US postal worker will provide passport applications for the class and discuss each section.
- Passport website will be explained including fees and required documentation.
- Go over assignment and the definitions.
- Explain next week's assignment about bringing in a completed passport application.

### Assignments Due:

- Completed passport application with required documentation
- Passport photo

- Original birth certificate

### **Lesson 3 -- Let Me Introduce Your Travel Buddy**

#### Offices/Speakers:

Program Coordinator

#### Learning Objectives:

After completing this lesson, students should be able to:

- Know the importance of a travel buddy and how it will impact overall experience.
- Learn information about the host county and why this location was selected.
- Become familiar with logistical information of the trip and the educational aspects.

#### Lesson Outline:

- Open discussion: Who are my classmates? How can I learn from them? What is a travel buddy? Where are we going?
- Presentation of host country, Ghana, Africa.
- Talk about factors that were used to choose location.
- Give handout about logistical information (actual travel dates, location, flights, etc.).
- Assign travel buddies.
- Turn in completed passport applications.

#### Assignments Due:

- Read the article Ten Things You Should Know About Global Hunger  
<http://www.angelrockproject.com/arp/news/articles/9416-ten-things-you-should-know-about-hunger.pdf>

**Lesson 4 -- What Do You Know About Other Cultures?**Offices/Speakers:

Program Coordinator

Learning Objectives:

After completing this lesson, students should be able to:

- Assess their cultural competency.
- Learn about culture shock.
- Explain and challenge possible myths about other cultures.

Lesson Outline:

- Open discussion: What do you think about other cultures? Buddhists? Muslims? Atheists?
- Candid discussion about positive and negative stereotypes.
- What is culture shock? Watch YouTube video  
<http://www.youtube.com/watch?v=hGmqtShlhZ0&feature=related>
- Open discussion: What did you learn about global hunger?

Assignments Due:

- Create personal itinerary for trip.
- What do you hope to gain from this experience?

## **Lesson 5 -- Education outside the Classroom**

### Offices/Speakers:

Program Coordinator

### Learning Objectives:

After completing this lesson, students should be able to:

- Understand the importance of learning outside the classroom.
- Know specifics about educational components of trip.
- Explain and challenge possible myths about other cultures.

### Lesson Outline:

- Open discussion: What is meant by the phrase “the world is a classroom?”
- Present educational, social and technological itinerary of the trip.
- Discuss itinerary.

### Assignments Due:

Learn and define the following:

- Study abroad.
- Visas.
- Embassy.
- United States customs.
- Passport.
- Reverse culture shock.

**Lesson 6 -- Ice Breaker**Offices/Speakers:

Program Coordinator

Dr. June Payne- Director of Counseling and Health Services

Learning Objectives:

After completing this lesson, students should be able to:

- Be familiar with classmates.
- Understand fears, apprehensions, and concerns about traveling abroad.
- Recognize physical symptoms of culture shock.

Lesson Outline:

- Begin class with Fear in a Hat ice breaker.
- Class Discussion: What are some of your fellow classmate's fears, apprehensions, and concerns about traveling abroad? How can you help them?
- Discuss physical symptoms of culture shock.
- Guest Speaker: provide helpful tips on how to deal with culture shock.
- Go over assignment and the definitions.

Assignments Due:

- Read the article Students of color at DePaul take on the world  
<http://distinctions.depaul.edu/Pages/StudyAbroad.aspx>

**Lesson 7 -- How Safe Will I be?**Offices/Speakers:

Program Coordinator

Scott Cantrell-Director of International Student Services

Learning Objectives:

After completing this lesson, students should be able to:

- Know the risks associated with international travel.
- Learn safety tips when traveling.
- Be familiar with the duties of international United States embassies.

Lesson Outline:

- Guest Speaker: discuss risks associated with international travel.
- Give tips on how to travel safely.
- Class discussion: What do United States embassies do in other countries?

Assignments Due:

- Activity, find the address to the United States Embassy in Accra, Ghana.

**Lesson 8 -- Global Classroom**Offices/Speakers:

Program Coordinator

Learning Objectives:

After completing this lesson, students should be able to:

- Identify similarities and differences between students in Ghana and the United States.
- Learn about Ghanaian culture.
- Be knowledgeable on Skype and online classrooms.

Lesson Outline:

- Skype students in Accra, Ghana.
- Class online discussion about campus culture between Ball State University and Central University students from Accra, Ghana.

Assignments Due:

- Activity, create Skype login

## **Lesson 9 -- Online Blog**

### Offices/Speakers:

Program Coordinator

Dr. Roger Wessel-Instructor of Technology

### Learning Objectives:

After completing this lesson, students should be able to:

- Know the benefits of an online blog.
- Create an online blog for their study abroad experience.
- Be familiar with online blog terminology.

### Lesson Outline:

- Guest Speaker: Discuss the benefits of an online blog and how to create and interactive experience.
- Class Activity: Students will create personal online blog with the assistance of Dr. Roger Wessel and program coordinator.

### Assignments Due:

- Activity, post picture of yourself on your online blog.  
Send a post to program coordinator from your online blog.

## **Lesson 10 -- The Privilege Walk**

### Offices/Speakers:

Program Coordinator

### Learning Objectives:

After completing this lesson, students should be able to:

- Be familiar with social, educational and cultural privileges.
- Identify how these privileges shape ideas, beliefs, and interactions.
- Become aware of lack of privileges allotted to people from other countries.
- Know how to recognize your privilege and use it to aid in community building.

### Lesson Outline:

- Class activity: The Privilege Walk will be facilitated by the program coordinator.  
<http://www.uncp.edu/cae/advising/privilegewalk.pdf>
- Class discussion: Peggy McIntosh article entitled White Privilege  
<http://www.nymbp.org/reference/WhitePrivilege.pdf>
- Class discussion: How can I use my privilege to help others?

### Assignments Due:

- Activity, tell people about your online blog on your Facebook page.  
Bring passport to class.

**Lesson 11 -- Passport Information pt. 2**Offices/Speakers:

Program Coordinator

Learning Objectives:

After completing this lesson, students should be able to:

- Identify security measures on their United State passport.
- Know steps to report a lost or stolen passport.

Lesson Outline:

- Go to website [http://www.travel.state.gov/passport/passport\\_1738.html](http://www.travel.state.gov/passport/passport_1738.html) to discuss passport protocol and procedures.
- Class lecture on how to properly report a lost or stolen passport, security features on the passport, and how to keep your passport safe while traveling.

Assignments Due:

- Read the article Unemployment, Poverty and Inequality: A threat to the stability of Ghana? <http://www.modernghana.com/news/391342/1/unemployment-poverty-and-inequality-a-hidden-secur.html>

## **Lesson 12 -- Educational Components**

### Offices/Speakers:

Program Coordinator

### Learning Objectives:

After completing this lesson, students should be able to:

- Be able to identify Ghanaian dialect.
- Be familiar with the resources provided to students who attend Central University in Accra, Ghana.
- Identify economic, cultural and social differences between students in Ghana and the United States.
- Learn about Ghanaian culture.

### Lesson Outline:

- Watch YouTube video about Ghanaian language.  
<http://www.youtube.com/watch?v=vEGVTmNGBHU>
- Watch YouTube video about poverty in Ghana.  
<http://www.youtube.com/watch?v=cwXAVMQ6UXA>
- Class discussion: How can access to education decrease poverty in Ghana?
- Class discussion about reading assignment

### Assignments Due:

- Activity, find a fun fact about Ghana and write a short story about it. (200 words or less)

### **Lesson 13 -- Educational Components**

#### Offices/Speakers:

Program Coordinator

Dr. Ardy Bittaye- Associate Professor of African Studies

#### Learning Objectives:

After completing this lesson, students should be able to:

- Be knowledgeable on the history, regions, languages, and political parties of Ghana.
- Identify similarities and differences between Ghana and the United States.
- Learn about Ghanaian culture.

#### Lesson Outline:

- Pop Quiz on Ghana and poverty
- Guest Speaker: discuss his research on Ghana and how this trip will increase academic success.
- Go over final itinerary.

#### Assignments Due:

- Activity, update online blog. Provide a countdown until the trip.

## **Lesson 14 -- Wrap Up**

### Offices/Speakers:

Program Coordinator

### Learning Objectives:

After completing this lesson, students should be able to:

- Be aware of course requirements such as winter break commitment and post trip presentation.
- Identify logistical aspects of the trip.
- Create a personal checklist for study abroad experience.
- Learn about Ghanaian culture and economics.

### Lesson Outline:

- A travel checklist will be given to class.
- Class discussion: What are some important things on this checklist? How can I help with these accommodations?
- Lecture: My personal experience traveling to Ghana.
- Skype with students from Accra, Ghana.

### Assignments Due:

- Contact information of parents/guardians
- Bring itinerary for final logistical information

**Lesson 15 -- Final Preparation**Offices/Speakers:

Program Coordinator

Learning Objectives:

After completing this lesson, students should be able to:

- Know the requirements of the post trip presentation.
- Be familiar with logistics.
- Identify learning outcomes of the study abroad trip.
- Learn about Ghanaian culture.

Lesson Outline:

- A handout will be given with the requirements of the post-trip presentation.
- Q & A session about the assignment, trip, and contact information.
- Access each student's online blog for content.
- Final Questions?

## **First-Generation Study Abroad Experience**

**EDHI 202 Fall 2013**

### **Post Trip Presentation**

This assignment affords you the opportunity to expand and present on your study abroad experience as a first-generation college student. It will provide you with an experience to deliver a presentation in front of a group of your peers. You will present visual aids on your trip and what you learned. We have read and discussed many different topics about study abroad, various cultures, and education. Use these class discussions and trip components to aid you in this presentation.

When creating your presentation, consider some of these questions. What did I learn from the trip? How have my personal views on other cultures changed because of this experience? How has my family benefited from my study abroad experience? What did I like most about this course? What did I like least about this course? Discuss some of the important experiences you've had and the lessons learned as a result of those experiences.

Also present about your favorite person from Ghana. What lessons did you learn from this person? And finally, consider how would I welcome them to my country?

These are just some of the ways I want you to think about presenting about your experience. The creative context is very important to this assignment. This is the time for you to apply what you've learned in a fun and engaging manner.

### **Here are some presentation ideas:**

- Use pictures from online blog to tell a visual story.

- A mock letter to your favorite person from Ghana about what you learned during your experience.
- A poster board of trip souvenirs and why you purchased them.
- An audio narrative about your trip.

Please start with a clear introduction, which states the purpose of your presentation. This can be a short summary section sent through email. Next, you are free to explore any creative avenue for this project.

**You will be graded on:**

- Your ability to reflect critically on your experiences.
- Your creative abilities.
- Your ability to discuss all the areas of the assignment.
- Your ability to tie your experiences to the course.

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