

# Connecting to Student Learners Through Undergraduate and Faculty Teaching Partnerships

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The Study Abroad Colloquium was developed as a way to debrief undergraduates who had participated in student-centered learning abroad programs during the previous year.

Course activities capitalized on knowledge gained by the undergraduates during their international programs by structuring sequential developmental activities that fostered student-faculty partnerships

Students were coached through a series of

- Reflective exercises
- Guided learning
- Self-examination
- Information sharing

The exercises engaged students in the examination of international perspectives and the personal impact of their international learning.

Students were coached to assume leadership for educating fellow students on international learning opportunities.

Student panels conducted information sessions in classes of undergraduates.

Student audiences were surveyed after the presentations (n=130).

As the result of listening to faculty-coached student-led panel presentations, peer audiences reported:

Enjoying study abroad panel discussions. Learning new and interesting information. Experiencing positive impacts on their interest in study abroad

Student faculty partnerships in the form of student-led panel presentations can result in effective peer teaching about international opportunities.

•94% of the students surveyed said they were more interested in study abroad since hearing the student panel.

•Students enjoyed listening to the student panel.

•Students reported learning new and interesting information from the student panels.

•Students said the panel presentations helped them better understand international perspectives.