

Faculty-Coached Student Panel Collaborations: Partnerships for Teaching and Learning

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A Study Abroad Colloquium was developed for debriefing undergraduates who had participated in student-centered learning abroad programs in the previous year.

The course also provides a model for study of the dynamic relationships that arise from **student-faculty collaborations**.

Course activities capitalized on knowledge gained by the students during their study abroad 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.

Panels composed of students from the Study Abroad Colloquium conducted information sessions in undergraduate Animal Sciences classes.

Student audiences from two classes were surveyed after the panel presentations (n=130).

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

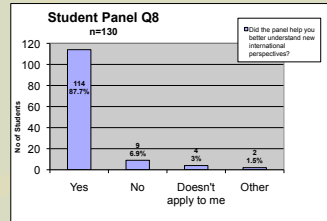
Enjoying study abroad panel discussions.
Learning new and interesting information.
Experiencing positive impacts on their interest in study abroad.

- 97% of the student audience had considered studying abroad.
- About 35% had ever actually studied abroad.

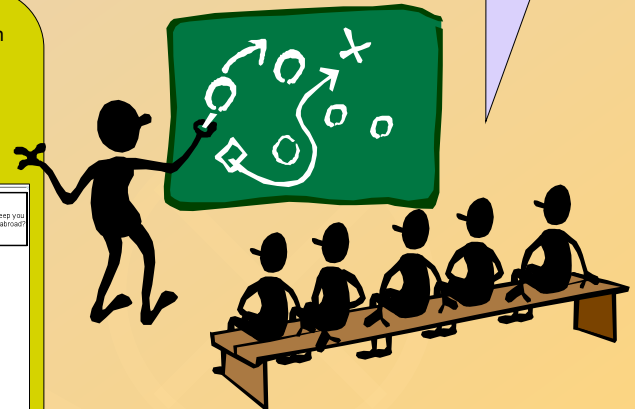
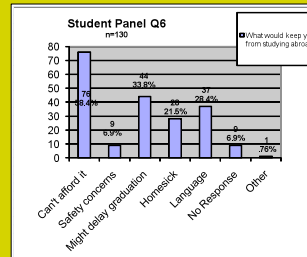
Faculty-student collaborations can result in partnerships that:

- Facilitate transfer of new information.
- Offer students new perspectives.
- Provide students with models for overcoming perceived barriers to learning.
- Allow feedback from audiences about student thinking.

- 84% of the students surveyed said they learned something new about study abroad from the student panel.
- 88% said that they gained new international perspectives from listening to the student panel about study abroad.



The most frequently cited reason for not engaging in international study was cost, followed by the concern that study abroad would delay graduation.



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