TOP 10 DESTINATIONS FOR U.S. STUDY ABROAD STUDENTS



The United Kingdom, Italy, and Spain hosted

32% of all U.S. students studying abroad.

Source: The Open Doors Report on International Educational Exchange is a comprehensive information resource on international students in the United States and U.S. students studying abroad. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE. For more information, visit www.opendoorsdata.org.



American Education Abroad

William G. Thomas

American Education Abroad:

A History of US Study Abroad William Hoffa, Stephen C. DePaul, 2010 Published through a special agreement between Frontiers The Interdisciplinary Journal of Study Abroad and The Forum on Education Abroad this volume explores the complex and often intersecting topic areas in the development of the field of education abroad from 1965 to 2010

American Education Abroad William G. Thomas, 1974 A National Mandate for Education Abroad National Task Force on Undergraduate Education Abroad (U.S.), 1990 American Cooperation with Higher Education Abroad Paul S. **Abroad and Beyond** Craufurd D. Goodwin, Michael Nacht, 1988-05-27 Discussing American students studying abroad and the policies of both the home and host countries **American Studies Abroad** United States Advisory Commission on International Educational and Cultural Affairs, Walter Johnson, 1963 American Education .1966 Study Abroad in a New Global Century Susan B. Twombly, Mark H. Salisbury, Shannon D. Tumanut, Paul Klute, 2012-10-25 Studying abroad has become a key educational means for preparing graduates with the intercultural competencies needed to succeed in our global economy The federal government business community and higher education sector are united in their belief that study abroad is critical to such success This monograph seeks to address two fundamental questions Who studies abroad or who does not and why What are the outcomes of study abroad Increasing and broadening study abroad participation have proven particularly challenging and the authors look to the research for how it might be improved Although research suggests positive outcomes of study abroad existing studies leave educators with some challenging questions Based on their review the authors pose recommendations for ways in which study abroad in the twenty first century can renew its purposes and fulfill its promise **Education Abroad and the Undergraduate Experience** Elizabeth Brewer, Anthony C. Ogden, 2023-07-03 Co published with This volume focuses on two questions First how can education abroad be embedded into undergraduate education so that students experience it as an integral component of their education and something they help shape rather than as time away from their education and as a commodity to be consumed Second how can colleges and universities maximize the educational value of education abroad by forging stronger connections between it and other undergraduate experiences. The volume argues that learning abroad be positioned within the work of the larger institution and students overall education Organized within three sections this volume makes the case that learning abroad must be positioned within the work of the larger institution and students overall education In doing so it questions many current assumptions and stimulates thinking about the power of an integrative approach to education abroad to lead to lasting educative value An integrative approach requires that students be afforded multiple opportunities and ongoing support to draw connections with their learning abroad with other dimensions of their undergraduate education Chapters cover topics such as the additive value of integrating multiple HIPs with education abroad to span disciplinary boundaries and promote an array of soft or operational skills the importance of maintaining the disruptive quality of the

encounter with the foreign to enrich study at home issues of commodification and reciprocity increasing access to study abroad to community college particularly adult populations facilitating students social and intellectual development identity formation and reflective practice rethinking orientation programming to emphasize the continuity of learning pre during and post education abroad asking fundamental questions about the purpose of education abroad to rethink assessment and its purposes the faculty role in the internationalization of the curriculum and developing more intentional relationships with in field partners and international educational organizations to more effectively connect leaning abroad with other dimensions of undergraduate education For everyone involved in international education whether SIOs faculty department chairs or deans the critical questions and new perspectives offered here will inform and shape the growing movement to integrate education abroad with the overall undergraduate experience American Legal Education Abroad Susan Bartie, David Sandomierski, 2021-07-06 A critical history of the Americanization of legal education in fourteen countries The second half of the twentieth century witnessed the export of American power both hard and soft throughout the world What role did US cultural and economic imperialism play in legal education American Legal Education Abroad offers an unprecedented and surprising picture of the history of legal education in fourteen countries beyond the United States Each study in this book represents a critical history of the Americanization of legal education reexamining prevailing narratives of exportation transplantation and imperialism Collectively these studies challenge the conventional wisdom that American ideas and practices have dominated globally Editors Susan Bartie and David Sandomierski and their contributors suggest that to understand legal education and to respond thoughtfully to the mounting present day challenges it is essential to look beyond a particular region and consider not only the ideas behind legal education but also the broader historical political and cultural factors that have shaped them American Legal Education Abroad begins with an important foundational history by leading Harvard Law School historian Bruce Kimball who explains the factors that created a transportable American legal model and the book concludes with reflections from two prominent American law professors Susan Carle and Bob Gordon whose observations on recent disruptions within US law schools suggest that their influence within the global order of legal education may soon fall into further decline This book should be considered an invaluable resource for anyone in the field of law

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