

Session handouts are available at: <https://tinyurl.com/NAFSA21>

# 10 min Abs!

## Research (Abs)tracts in Education Abroad to Enhance Practice

Session Chair:  
Paige E. Butler, Ed.D.  
Associate Professor, International Education Management



Middlebury Institute of  
International Studies at Monterey

# Welcome & Introductions

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Session Panelists:

Middlebury Institute International Education Management Graduate Students

- Madison Lucero
- Anna Mei Gubbins & Hayley Singleton
- Alonso Cruz & Hsinyun (Kiki) Shen



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# Agenda

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- I. Session Goals & Introductory Remarks
- II. Overview of Research Abstracts (3)
- III. Breakout Rooms & Small Group Discussions
- IV. Q & A / Concluding Remarks

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# Introductory Remarks

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## Goals for Today's Session

1. Explore current research to advance understanding of current trends in education abroad
2. Engage with others in a shared community of practice to address challenges and opportunities in education abroad
3. Apply research into practice in their own institutional context

Pandemic Impact Acknowledgement: We recognize the significant disruption in education abroad as a result of the global pandemic. While the pandemic impact is not the focus of the session, we hope that the research presented today reflects changing needs of students' as we look toward the future of education abroad.



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# Abstract 1: Inclusive student emotional wellness support in education abroad by Madison Lucero

## 1 | Key Points

Mental health is largely addressed through a diagnostic lens in international education

Educating students with and without a diagnosis on emotional challenges can create normalization and inclusivity

Emotional regulation skills are an evidence-based wellness practice

## 2 | Practical Application

Pre-departure emotional wellness support can prevent mental health crises and increase learning outcomes.

Practitioners can revise their existing mental health approach to include emotional wellness support

Inclusivity in emotional health support can bridge the gap in practice regarding mental health and education abroad

## 3 | Relevant Sources

Mental Health Problems of U.S. students studying abroad (Poyrazli & Mitchell ,2020).

Keep Calm and Study Abroad (Bathke & Kim, 2016)

Cross-cultural competence: The Role of Emotion Regulation Ability and Optimism (Trejo et al., 2015)

‘For Study abroad Professionals, Supporting Resilience in Transition. A Guide for Conversations with Students about Emotional Health. (Abarbanel, 2015)

## Abstract 2: Leveraging identity-based theory & resources to holistically support diverse students by Anna Mei Gubbins & Hayley Singleton

### 1 | Key Points

Inclusive advising practices should not be an optional addition

Students identity impacts and contextualizes student experience

Move beyond representation into intentional integration

### 2 | Practical Application

Up-to-date Practice-Theory-Practice ([PTP](#)) Model for Practitioners

Identity-Specific Resource Distribution

[Appreciative Advising](#) and [Proactive Advising](#)

### 3 | Relevant Sources

Student Centered Advising Model (see next slide)

Student Stories: [IFSA Unpacked](#)

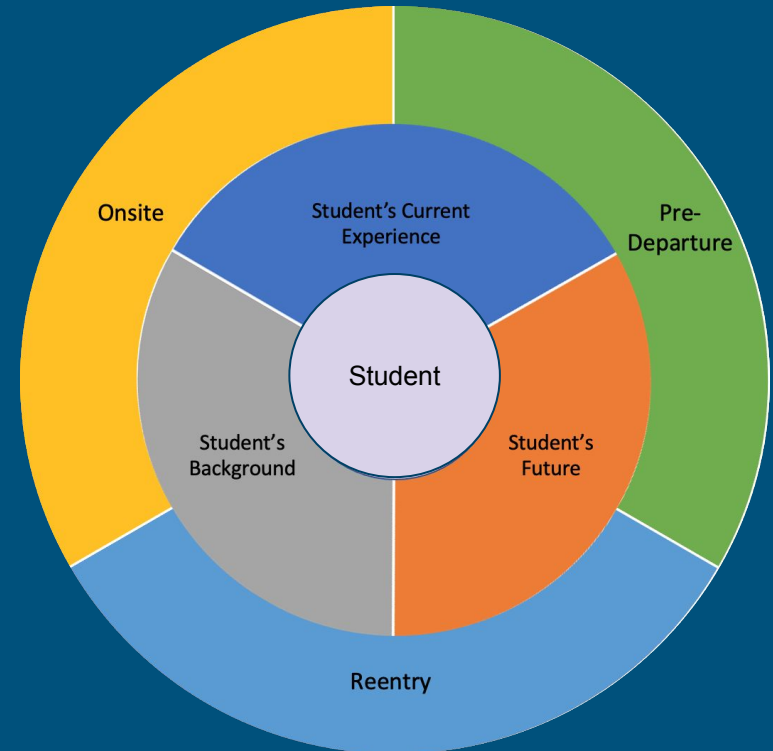
UC Santa Cruz: [Diverse Identities Abroad & Away](#)

Assets-based learning abroad (Wick, et. al, 2019)

[Windows and Mirrors Approach](#)

# Student Centered Advising Model (Gubbins, 2020)

- Cyclical nature of Education Abroad (EA) advising
- Student EA experiences are impacted by their background, current perceptions of the experience, and their future learning
- Students' past, present, and future all must be considered to best support them throughout each stage of the EA experience



# Abstract 3: Guiding Student Reflection through VE/COIL to Enhance Intercultural Learning

by Alonso Cruz & Hsinyun (Kiki) Shen

## 1 | Key Points

Critical reflection is an essential component of intercultural competence development

Challenges: digital inequalities, user well-being, disconnection

Facilitate and customize reflection

## 2 | Practical Application

Consider various activity formats and platforms based on student resources and needs

DEI + implement inclusive technology

Connect the virtual space with learners' personal life

## 3 | Relevant Sources

Cross-Cultural Alignment Model (Shonfeld et al., 2021)

Pedagogical Mentoring in Virtual Exchange (O'Dowd et al., 2020)

AIR Model (Geo-DiFrancesco et al., 2019)



# Breakout Rooms

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Please choose a room you would like to join for further discussion with panelists and idea sharing amongst all participants.

**Room 1:** Inclusive student emotional wellness support in education abroad (Madison)

**Room 2:** Leveraging identity-based theory & resources to support diverse students in Ed Abroad (Anna Mei & Hayley)

**Room 3:** Guiding Student Reflection through VE/COIL to Enhance Intercultural Learning (Alonso & Kiki)

Session handouts are available at: <https://tinyurl.com/NAFSA21>

Slides, handouts, and references from our session:

<https://tinyurl.com/NAFSA21>

# Debrief and Questions

Thank you for joining us today!



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# Contact Information

Please reach out with  
comments or questions

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