



Book Series

Contemporary Perspectives on Learning Environments

Series Editors

Paul Iida, *Akita International University*; Erin A. Mikulec, *Illinois State University*; Hayriye Kayi-Aydar, *University of Arizona*

The concept of “learning environments” is one of those buzz words that scholars and researchers in academic settings frequently use to describe the context of their work. However, this concept is used in many different ways, depending on the focus of the study, the discipline, and many other variables that may influence the environment where learning is examined. This series aims to provide a venue for scholars to explore, in depth, the concept of learning environments in particular, specific contexts, as well as to explore contemporary issues related to those learning environments. Proposed books for this series may focus on theoretical explorations of the concept of learning environments, putting theories related to learning environments into practice, research that explores specific learning environments, or a combination of theory, practice, and/or research.

Call for Volume Authors/Editors

The Contemporary Perspectives on Learning Environments series editors, published by Information Age, are seeking proposals for volume authors or editors for new volumes in the series. The concept of “learning environments” is one of those buzz words that scholars and researchers in academic settings frequently use to describe the context of their work. However, this concept is used in many different ways, depending on the focus of the study, the discipline, and many other variables that may influence the environment where learning is examined. This series aims to provide a venue for scholars to explore, in depth, the concept of learning environments in particular, specific contexts, as well as to explore contemporary issues related to those learning environments

The series editors are open to proposed volumes of the series to be either edited volumes with multiple contributors or authored volumes (single or co-authors). Proposed books for this series may focus on theoretical explorations of the concept of learning environments, putting theories related to learning environments into practice, research that explores specific learning environments, or a combination of theory, practice, and/or research.

Proposal Guidelines

Proposals for volumes must include the following (in a single file in Word or PDF):

1. A clearly described theme/topic for the volume
2. An outline of possible chapter topics
3. A clearly described rationale that describes the significance of the topic and how it contributes something new to the topic of learning environments.
4. A description of the targeted market and how you envision the volume being used (What courses would it be used for? Would it be a primary text or a supplementary text for the course? Are there

similar books on the market? If so, how will this volume be different?)

5. If an edited volume, a list of possible contributors, and a brief bio of each contributor. If an authored volume, a bio of each author. A sample chapter may also be included, but is not required.

6. Proposed timeline from start to submission to publisher in final form.

Deadline

While we accept submissions on a rolling basis, we are especially looking for manuscripts that will be ready for publication in 2020 or 2021.

For questions about the series or proposal preparation, or to submit your proposal, please e-mail the series editors: Paul Iida (pchamness@gmail.com), Erin Mikulec (emikule@ilstu.edu), and Hayriye Kayi-Aydar (hkaydar@email.arizona.edu).

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Education Abroad Learning Environments in a Global Context

Erin A. Mikulec, Illinois State University; Samantha Potempa, Illinois State University; Kara Pike Inman, University of North Carolina Wilmington

2021. Paperback 978-1-64802-332-3 \$45.99. Hardcover 978-1-64802-333-0 \$85.99. eBook 978-1-64802-334-7 \$65.

Education abroad is an essential part of the university student experience. Initiatives such as IIE's Generation Study Abroad encourage more U.S. undergraduate and graduate students to study abroad. According to the Open Doors 2019 Report by the Institute for International Education (IIE), 341,751 students participated in post-secondary education abroad programs during the 2017/2018 academic year. This figure represents an increase of 2.7% of U.S. students studying abroad from the previous year. Research shows that education abroad provides students with opportunities not only to see the world but also to develop intercultural competence, which is increasingly crucial in the 21st century workplace. There are also numerous studies that show gains in autonomy, confidence, and tolerance for ambiguity in students who complete some type of study abroad experience. In sum, the education abroad experience in itself represents a powerful learning environment that continues to support personal and professional development long after returning home. Nonetheless, these learning environments must be cultivated along with faculty who develop and lead programs, as well as university partners and providers. Furthermore, education abroad programming and assessment is complex and must take into consideration many factors including academic goals, purposeful curricular development, and a balance between academics and leisure activities on site.

This book explores the many aspects of education abroad as a learning environment, such as student learning outcomes, faculty development, and program assessment and evaluation. In addition, several chapters present education abroad experiences as a model for community engagement and activism. The authors represent a diverse range of institutions and perspectives and discuss programs around the globe. The book represents the voices of faculty that lead education abroad programs, students who participate in them, and also those of international students on a U.S. campus reflecting on their personal experiences abroad. Furthermore, this book contributes to the discussion of best practices to assist faculty and program directors in creating robust education abroad programs that meet the needs of their students and institutions.

CONTENTS: Introduction. Toward a Glocality of Teacher Education: Professional Development Abroad in the Chilean Context, *Kenneth J. Fasching-Varner, Michaela P. Stone, and Tina Vo*. It's All in the Mind: Developing New Ways of Thinking and Acting During a Semester Abroad: An Australian Case Study, *Beate Mueller*. Study Abroad as Community Engagement and Activism: Cultivating a Pedagogy of Place, *Gloria Delany-Barmann, Heather McIlvaine-Newsad, and Pedro Bidegaray*. Reflective Interventions: Enhancing Students' Learning From Intercultural Experiences Abroad, *Veronique Schutjens, Gery Nijenhuis, Elma Zijdeveld, and Annelou Ypeij*. Abroad in the United States: Reflections From International Students and Scholars, *Adrianna Zabrzewska, Ransford Frempong-Manso, Iresha Jayasinghe, Robby Anggriawan, Syed Answer Shah, Aiding Han, and Md Zahidur Rahman*. Professional Development Through Leading Study Abroad Programs, *Stuart Allen, Jennifer Creamer, Carl Ross, Christine Holtz, Heather Pinson, Jill Kurp, and Dan Shelley*. An Initiative in Student Learning Outcome Assessment for Education Abroad, *Chris Kjonaas, Stuart Henry, and Joshua J. Mitchell*. Assessing Short-Term Study Abroad: A Catalyst for Responsibility, Choices, and Engagement, *Dan O. Nyaronga and Cathleen M. Morreale*. Study Abroad: Success of a Short-Term Study Abroad Aboard a Cruise Ship, *Rachel E. Smith, Minsun Doh, Maren Anderson, and Julie Terstriep*. Small Rural Schools Can Make a Big Impact: Building and Growing Transformative International Experiences for Rural, Low-Income Undergraduate Students, *Celia A. Evans*. About the Contributors.



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