

CALL FOR ABSTRACTS

Title: Educators in Facilitating International Mobility: From Theory to Practice

Editors: Dr. Todd J. Allen & Dr. Tamilla Mammadova

Publisher: Routledge, Taylor & Francis

Overview:

Study abroad and international mobility research has typically focused on the development of students' language and intercultural proficiencies during a sojourn, with little attention paid to the role of educators facilitating such programs during this life-changing experience. In various cultural contexts, educators act in dual roles, one as teacher or professor and the other as study abroad manager. Such dual positions create tensions around balancing academic responsibilities with administrative duties, navigating cultural nuances and expectations, and ensuring the holistic well-being and academic success of students while also managing operational challenges and program logistics. As a result, this edited book will comprehensively explore the pivotal role of educators in maximizing student learning and growth throughout the study abroad experience. In addition, the edited book underscores the crucial role of teachers/professors in developing, facilitating, and overseeing study abroad programs throughout all phases of international mobility—pre-departure, during the program, and post-return. Drawing upon the latest research in study abroad education and pedagogy, this book will offer practical guidance and innovative strategies for educators, managers, and other stakeholders to effectively support in-bound and out-bound students in pre-departure preparation, facilitate meaningful learning during the study abroad period, and assist with post-program reflection and integration.

Therefore, we invite authors to submit manuscripts focusing on the role of educators as key actors in the pre-departure, during, and post-study abroad phases. We will encourage authors to submit a wide variety of manuscripts including:

- **Theoretical studies:** For example, teacher roles in pre-departure preparation, support and facilitation during the program, and post-return follow-up. Such papers can explore concepts including but not limited to teachers' roles in facilitating cultural adaptation, transformative learning, and identity negotiation.
- **Practical studies or reflections:** For example, focusing on the teachers' role in designing pre-departure orientation programs, implementing experiential learning activities during the program, and developing re-entry support initiatives post-return, with topics including cultural sensitivity training, and service-learning projects.

- **Case studies:** This may involve examining the effectiveness of pre-departure cultural orientation workshops, the impact of immersive language learning experiences during the program, and the challenges and successes of reintegration strategies post-return, highlighting specific programs, interventions, or student experiences within diverse cultural contexts.
- **Empirical studies:** This may involve examining teacher’s role in pre-departure cultural training programs, the outcomes of specific pedagogical approaches employed during study abroad, and the long-term impact of re-entry support initiatives post-return, utilizing quantitative or qualitative research methods to gather and analyse data.
- **Narrative and Reflective:** This involves exploring personal experiences, perspectives, and insights related to the process of facilitating study abroad programs. This type of research typically involves qualitative methods and focuses on capturing the subjective experiences of individuals involved in study abroad facilitation, such as program coordinators, educators, students, and host families. Examples include reflective practitioner inquiry, autoethnographic approaches, and narrative case studies. In each of these examples, the focus is on capturing and analysing subjective experiences, narratives, and reflections related to study abroad facilitation, with the aim of gaining deeper insights into the processes, challenges, and impacts of international education initiatives.

Abstract Submission:

- Authors should prepare a 200–300-word abstract providing a concise overview of your manuscript, including objectives, methodology, and key findings.
- Please add 3-5 words and up to 5 key references.
- Use the APA 7 referencing style for in-text citations and the reference list.
- Abstracts can be submitted via the following link: <https://forms.gle/VFFJ3odHNjSb149f7>
- For inquiries, please contact the two co-editors: Todd Allen (tjallen@kansai-u.ac.jp) and Tamilla Mammadova (tomammadova@ada.edu.az)

Initial Submission Timeline:

Abstract Submission Open:	1 st July 2024	
Abstract Submission Close:	1st August 2024	9th August 2024
Abstract Notification:	10th August 2024	21st August 2024
Manuscript Submission deadline:	1 st February 2025	