

Study Abroad Application Essay Prompts and Rubrics

This application is designed to help you develop a plan for your study abroad. You will need to begin by reading the prompts and then doing the research needed to write the essays. Additionally, if you have not already done so,

- read reflective essays written by returned study abroad students about their experiences. These are in notebooks in the Office of International Education;
- speak with returned students and students from your host country;
- read the application examples on the [apply page: https://www.beloit.edu/oie/offcampus/apply/](https://www.beloit.edu/oie/offcampus/apply/); and
- consult advisors.

Below are the essay prompts for application questions 9 – 12 in the on-line application. Use the rubrics to determine how well you are able to respond to the prompts and what else you might need to do before entering the essays into the on-line application.

1. Studies. A. How will your study abroad connect with your studies at Beloit pre- and post-study abroad? B. What is the argument for pursuing these studies at your chosen university/program, and how might teaching and learning differ from teaching and learning on the Beloit College campus?

4	<ul style="list-style-type: none"> • Clear and detailed articulation of the student’s education to date in terms of knowledge and skills developed. • Anticipates appropriate follow-up activities upon return that are directly linked to the student’s studies. • Able to discuss relevant coursework at study abroad site with detail and in relation to the student’s studies at Beloit; may also discuss relevant opportunities in addition to coursework. • Discussion of differences in teaching and learning is supported by evidence such as information on the university/program webpages. May also include information gathered from faculty advisors, returned study abroad students, or students from the host university/country.
3	<ul style="list-style-type: none"> • Discussion identifies courses taken, but not knowledge and skills developed. • Identifies a few opportunities (courses, other activities) post-study abroad but does not demonstrate a strong connection to the student’s studies. • Identifies relevant coursework at study abroad site and discusses them in general terms. Identifies one or more opportunities in addition to coursework. • Discusses differences in teaching and learning in general terms and supports the discussion with evidence from conversations only.
2	<ul style="list-style-type: none"> • Discussion limited to identifying courses taken. • Identifies a few opportunities (courses, other activities) post-study abroad but does not discuss them. • Identifies relevant coursework at study abroad site but does not discuss the course content/pedagogy. Does not mention opportunities in addition to coursework. • Discusses of differences in teaching and learning in vague terms. Evidence is weak or the student speculates without any evidence.
1	<ul style="list-style-type: none"> • Very basic description of the student’s education to-date. • No meaningful connections between the education to-date and study abroad. • Unable to discuss differences in teaching and learning.

2. Engagement. What do you plan to do outside of the classroom to get the most out of your experience abroad?

4	<ul style="list-style-type: none"> • Identifies one or more specific opportunities to engage in activities while abroad • Describes the opportunities with detail • Discusses how the opportunities will result in learning • Draws connections between the activities and the student’s personal and/or academic interests. • Activities promise to move beyond tourism to deeper engagement and learning. • Response suggests strong ability to self-author experiences outside the classroom
3	<ul style="list-style-type: none"> • Identifies one or more specific opportunities to engage in activities while abroad • Names the opportunities with moderate detail

	<ul style="list-style-type: none"> • Discussion of how the activity will lead to learning moderately developed • Activities and the student's personal and/or academic interests loosely linked • Activities tend toward tourism rather than deeper engagement and learning. • Response suggests some ability to self-author experience outside the classroom
2	<ul style="list-style-type: none"> • Names activities without providing detail • Connection to students' interests not clear • Links to learning and engagement are weak • Response suggests little ability to self-author experiences outside the classroom
1	<ul style="list-style-type: none"> • Response does not show ability to self-author experiences beyond the classroom

3. Preparation. A. Study abroad requires country knowledge. Please discuss one or more significant issues (social, political, economic, environmental, etc.) currently facing your intended host country. How might these intersect with your intended studies and learning goals? B. What are your plans for further preparation?

4	<ul style="list-style-type: none"> • Nuanced discussion of current issues facing the country with reference to the sources of the information, such as coursework taken and texts (media, scholarly articles, and so on). • Able to make somewhat substantial linkages between these and the students' intended studies and learning goals. • Provides specific examples of plans for further preparation that focus on acquiring knowledge related to the host country and the students' studies and learning goals. Such preparation may take place in coursework, independent reading, or other substantive activities.
3	<ul style="list-style-type: none"> • General discussion of a current issue facing the country with reference to the sources of the information, such as coursework taken and texts (media, scholarly articles, and so on). • Able to offer some ideas of relevance of these to the students' intended studies and learning goals. • Provides plans without specifics for further preparation that focus on acquiring knowledge related to the host country or the students' studies and learning goals. Is not specific about how the preparation will take place.
2	<ul style="list-style-type: none"> • Vague discussion of a current issue facing the country. Specific sources not cited. • Attempts to make a connection between these and students' intended studies and learning goals, but is not successful. • Plans relate only to country knowledge or studies but not both and are very limited.
1	<ul style="list-style-type: none"> • Unable to identify issues facing the country. • Has no plans for further preparation.

4. Social Identities. Consider your background and experiences, how these shape your perceptions and interactions with the world, and how others in turn perceive and interact with you. How might social identities, yours and others', impact your study abroad experience?

4	<ul style="list-style-type: none"> • Demonstrates self-knowledge with some detail. • Demonstrates knowledge of local social identities (in the university and its location) drawing on evidence from coursework, reading, informants, or other substantive sources. • Anticipates with some detail possible tensions and challenges specific to the university and its location. • Discusses strategies for addressing the challenges.
3	<ul style="list-style-type: none"> • Demonstrates moderate self-knowledge. • Some knowledge of local social identities but little detail. • Generalized statement of possible tensions and challenges. • Generalized strategies for addressing the challenges.
2	<ul style="list-style-type: none"> • Vague self-knowledge. • Vague understanding of local social identities. • Vague in anticipating possible tensions and challenges. • Vague strategies for addressing the challenges.
1	<ul style="list-style-type: none"> • No self-knowledge. • No knowledge of local social identities. • Unable to anticipate any tensions and challenges.

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| | <ul style="list-style-type: none">• Vague strategies for addressing the challenges. |
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