

**At each table groups brainstormed solutions to their specific issue. The brainstorming was facilitated by a student, where possible. At the end of 10 minutes each table had 3 minutes to report back to the entire group what the solutions to their issue are.**

---

*Table 1, no student facilitator*

*Opportunities for reflection while on site* – Other than the report writing, are there other ways to get students to reflect on what they are going through, when they are going through it? What are the barriers? What are the incentives?

1. Ways
    - a. Journal entries
    - b. Blogs – start early in prep
    - c. Local culture speakers
    - d. Dinner reflections
  2. Incentives
    - a. Graded
    - b. Free food
  3. Barriers
    - a. Time
    - b. Technical problems
    - c. Non-credit
    - d. Reluctance to share
    - e. Perceived lack of importance
- 

*Table 2, Matt Finch, student facilitator*

*Re-entry* – How to best facilitate students' return to campus after having had an off-campus experience. How do you get students to attend a re-entry event? What would make such an event meaningful to the students?

GOAL:

- To continue this meaningful experience
- To continue to make connections

Need to match up the students who want to talk about their experience upon their return with the students who are preparing to go as they are eager to learn.

- Students can develop guide for the next group
  - Students can become an advisor for incoming students
  - Students can get together to share pictures, etc.
  - Web location for public and WPI postings
  - Party hosted by returning students for outgoing students to initiate contact and then follow up with developing the website
    - Alumni
    - Students from those places
    - A way to continue site specific contacts
      - Students to compile set a guidelines for new students
      - To be listed as contact/resource people
- 

*Table 3, no student facilitator*

*Cultural preparation* – How do you prepare students to enter a different culture? How do you get students to reflect on their own culture and cultural identities? How do you get students to think about cultural issues that are not the obvious ones (food, clothing, language)?

1. reflection on multiple perspectives
2. role plays
3. films, novels, academic prose
4. locals experienced folks
5. history – political, cultural, economic
6. create shared language

---

*Table 4, Bats Mutetwa, student facilitator*

*Making meaning of where you are* – Once on-site, how does an advisor facilitate better integration of the students with the local community to gain an appreciation for where one is? How does an advisor help students through issues of culture shock?

- Find cultural activities and offer them as opportunities to students
  - explain costs, activities involved and benefits to students
  - debrief afterwards
  - examples might include family picnic site
- Planned excursions with some free time to explore where they are
  - If possible have locals accompany the group to help “interpret” the location
- Ask for “reflection” presentations afterward
- Do non-touristy things (see table 6 list)
- Do in small groups or as individuals with locals (not in one large group)

---

*Table 5, no facilitator*

*Language preparation* – How rigorous should the language preparation be? Is it necessary? What are the barriers? What are the incentives?

- Very important in some cultures for day to day activities
- In other sites, more of an enrichment
- Gives great insight to culture – it is part of culture
- Maybe not important for the project itself – depends
- In many cultures, the attempt is very important – shows respect and opens doors to interactions

---

*Table 6, no student facilitator*

*On site excursions* – What can be done to facilitate on site excursions? How much touring and scheduling should the advisors be responsible for? How much should the students be responsible for?

- Restore the money necessary to level the economic field (so all can participate)
  - Either WPI provide the money
  - Or charge a program fee up front
- Redefine “excursions”
  - Less touristic sounding – more experiential
  - Involve some tourist things, but often not
  - Non-tourist themes
    - People issues
    - Social or political issues
    - Intellectual theme or connection