

QEP Literature Review Subcommittee
Mentored Research – Annotated Bibliography

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Annotated Bibliography

Hippel, William von, et al. "Undergraduate student-faculty research partnerships affect student retention." *The Review of Higher Education* 22.1 (1998): 55-72.

Data on attrition and retention among 4-year public institutions reveal that attrition rates generally hover around 30 percent for first-year students, with the results being even more pronounced for minority students. This leads Nagda et al. (1998) to examine efforts by colleges and universities to reverse this trend, paying particularly close attention to the effect of student-faculty research partnerships. Nagda et al. draw on a program established at the University of Michigan in 1989 called the Undergraduate Research Opportunity Program (UROP). The UROP was intended to develop intellectual relationships by pairing freshman and sophomore students with faculty members with similar academic interests. Although open to all students, the UROP particularly encouraged women and minority students to join. Students, working one-on-one or in small groups with a faculty member, were encouraged to present their research, and students received academic credit for their work. The UROP focused attention on first- and second-year students since it was concluded that early intervention would generate the largest impact on retention. Findings reported by Nagda et al. suggest that UROP participants had higher rates of retention compared to UROP non-participants across most student groups, with African-American students seeing the largest gains. The authors conclude that student-faculty research

partnerships help ease the challenges of academic integration among beginning students and, thus, promote retention.

Hathaway, Russel S., Biren A. Nagda, and Sandra R. Gregerman. "The relationship of undergraduate research participation to graduate and professional education pursuit: an empirical study." *Journal of College Student Development* 43.5 (2002): 614-631.

Hathaway et al. (2002) draw on a survey of 291 respondents who had applied to the University of Michigan's Undergraduate Research Opportunity Program (UROP) between 1989 and 1994 to examine the effect of student-faculty research participation on undergraduate students' pursuit of graduate education, among other activities. The survey included respondents who participated in the UROP, as well as students who applied but were not selected to participate in the UROP program. To determine the effect of student-faculty research involvement on graduate education pursuit, the authors constructed three measures of student-faculty research participation. The first was whether students participated in the UROP, the second measure was whether the student participated in any other research group as an undergraduate, and the last measure was whether students did not participate in any student-faculty research program. Compared to students with no research participation, students in both the UROP and who had participated in another research program were significantly more likely to pursue graduate education of some sort. These students were also more likely to pursue a professional degree compared to students involved in no student-faculty research program. Furthermore, their results indicate that African-American UROP participants and participants of color in other student-faculty research program were more likely to pursue graduate education or a professional degree compared to non-participants in student-faculty research programs. The authors conclude these findings are consistent with other research in higher education suggesting student-faculty research interaction influences education ambitions.

Classroom faculty-student interactions differ from mentored research faculty-student interactions. Mentored research interactions were categorized as career development based (supervised research, coauthoring papers, and co-presentation) and psychosocial development based (supportive relationship, coping with challenges, self-efficacy). It was deemed important

for future analysis of these relationships to focus more on the psychosocial aspects given their importance in developing problem solving skills.

Craney, Chris, Tara McKay, April Mazzeo, Janet Morris, Cheryl Prigodich, and Robert de Groot. "Cross-Discipline Perceptions of the Undergraduate Research Experience." *The Journal of Higher Education*, Vol. 82, No. 1 (January/February, 2011), 92-113.

This article reports the findings of a five-year study at Occidental College which was funded primarily by the National Science Foundation. The stated goals of the study were to examine "the benefits, outcomes and goals for undergraduate research across disciplinary area, academic class standing, gender, ethnicity, and previous research experience." The methodology of the study allowed for a quantitative analysis of subjective feedback from students participating in a ten-week mentored research program. Perceived learning goals were tabulated, with differences appearing among students based on academic disciplines as well as other factors like race and gender. The study found a high perceived-success rate among mentored research participants in terms of "personal and professional growth." In addition to worthwhile data on student perceptions both before and after participating in research study programs, this article provides follow-up quantitative analysis of the actual achievements of mentees. Study subjects had high retention rates, high graduation rates, and were more likely to attend graduate school. Mentored research students were also more likely to join other research projects and to present at off-campus conferences. The methodological framework used in this study was effective in measuring student outcomes across academic disciplines, as well as providing useful data based on race and gender, and might provide a useful model for ABAC.

Dolan, Erin and Deborah Johnson. "Toward a Holistic View of Undergraduate Research Experiences: An Exploratory Study of Impact on Graduate/Postdoctoral Mentors." *Journal of Science Education and Technology*, Vol. 18, No. 6 (Dec., 2009), 487-500.

Although this study focused largely on the benefits and pitfalls of mentored research from the perspective of graduate and postdoctoral beginning mentors, there is useful information for experienced classroom instructors who may have less relative experience in mentoring undergraduates in research projects. This study found a significant number of mentors who were

motivated by helping students but also found a significant percentage of beginning mentors who placed a great deal of focus on the benefits of mentoring towards career advancement. Mentors often felt compelled to work with undergraduates to satisfy the demands of department heads. Undergraduate protégés who were assigned to poorly-motivated and lower-performing mentors “tended to report that they had less job satisfaction, higher stress levels, and stronger intentions to leave the organization.”

Hawkins, John P. “The Undergraduate Ethnographic Field School as a Research Method.”
Current Anthropology, Vol. 55, No. 5 (October, 2014), 551-590.

Hawkins is a Professor of Anthropology at Brigham Young University and has created working models for community-based field schools that emphasize the collaboration between faculty mentors and student researchers. This article presents Hawkins’ experiences and methodologies in great detail and also offers analysis of his methods from a diverse panel of peers within his field. The methodologies proffered by Hawkins are valuable for any discipline but may be especially applicable for projects related to the Rural Studies Program at ABAC. By immersing students (under the guidance of faculty mentors) into the community being studied, Hawkins posits that students are not only learning the practical application of their academic discipline, they are also becoming “job-ready.” This article centers on the benefits for students of mentored research and simultaneously challenges the myth that student-centered research takes away from individual faculty research. Hawkins provides essential insights into the pitfalls of immersive community studies from the perspective of administrators, addresses concerns over financial constraints, and also discusses ethics and IRB issues.

Millsbaugh, Joshua T. and Kelly F. Millenbah. “Value and Structure of Research Experiences for Undergraduate Wildlife Students.” *Wildlife Society Bulletin*, Vol. 32, No. 4 (Winter, 2004), 1185-1194.

Millsbaugh and Millenbah focus on mentored research within the realm of wildlife education but offer helpful ideas and data for all areas participating in undergraduate research. Acknowledging that there are a myriad of possible program models, the authors synthesize the primary objectives into students learning how to read existing project-related literature, learning to help with the

design of the study and as such taking some level of “ownership,” learning to research independently and as part of a team, learning the appropriate methodology for the curriculum, and gaining the ability to analyze and present their data and findings in both oral and written fashions. The authors provide a chronological roadmap for developing the mentor and student relationship and for determining how a study might develop. In addition, the bibliography for this article includes links to a number of successful undergraduate research programs that may provide useful models for future programs at ABAC (these may be especially useful to our Wildlife Program faculty).

Susan Gershenfeld, “A Review of Undergraduate Mentoring Programs,” *Review of Educational Research* 84, No. 3 (Sept. 2014): 365-91.

The literature review summarizes twenty studies on undergraduate mentoring programs published between 2008 and 2012. It focuses on three areas explored in earlier literature reviews in the *Review of Educational Research* journal: definition, theory, and methods.

Wilson, Reed. “Researching ‘Undergraduate Research’ in the Humanities.” *Modern Language Studies*, Vol. 33, No. 1 (Spring-Autumn, 2003), 74-79.

Wilson provides an excellent philosophical exploration of the application of mentored research within non-science disciplines. He argues that within the Humanities, dedicated mentorship has typically been offered only to the “best and brightest” of undergraduates, with most faculty attention to student research focused on graduate students. Wilson concurs with key Boyer Commission findings on undergraduate research, not the least important of which is “the abilities to identify, analyze, and resolve problems will prove invaluable in professional life and in citizenship” for students who do not plan on attending graduate school. There is a compelling argument at the core of this article calling for teaching research methodologies in introductory Humanities course so that majors in the discipline are better prepared and more motivated for their upper level work, as well as an argument that non-Humanities majors might become more appreciative and supportive of the work done within the non-STEM academic world.

Russell, Susan H., Mary P. Hancock, and James McCullough. April 2007. Benefits of undergraduate research experiences. Science 316:548-549.

Abstract: Surveys indicate that undergraduate research opportunities help clarify students' interest in research and encourage students who hadn't anticipated graduate studies to alter direction toward a Ph.D.

Annotation: Nationwide surveys (respondents=15,000) on the value of undergraduate research opportunities were conducted between 2003 and 2005. Researchers were more likely to pursue a graduate degree. Participation also increased confidence in planning a research project. While little evidence was found relating mentoring characteristics to a positive perception of participation in undergraduate research, in the open-ended, unstructured survey question, students suggested that improvements could be made by increases in faculty/mentor guidance.

Hunter, Anne-Barrie, Sandra L. Laursen, and Elaine Seymour. January 2007. Becoming a scientist: The role of undergraduate research in students' cognitive, personal, and professional development. Science Education 91(1):36-74.

Abstract: In this ethnographic study of summer undergraduate research (UR) experiences at four liberal arts colleges, where faculty and students work collaboratively on a project of mutual interest in an apprenticeship of authentic science research work, analysis of the accounts of faculty and student participants yields comparative insights into the structural elements of this form of UR program and its benefits for students. Comparison of the perspectives of faculty and their students revealed considerable agreement on the nature, range, and extent of students' UR gains. Specific student gains relating to the process of "becoming a scientist" were described and illustrated by both groups. Faculty framed these gains as part of professional socialization into the sciences. In contrast, students emphasized their personal and intellectual development, with little awareness of their socialization into professional practice. Viewing study findings through the lens of social constructivist learning theories demonstrates that the characteristics of these UR programs, how faculty practice UR in these colleges, and students' outcomes—including cognitive and personal growth and the development of a professional identity—strongly exemplify many facets of these theories, particularly, student-centered and situated learning as part of cognitive apprenticeship in a community of practice.

Annotation: Ninety one percent of undergraduate researchers reported positive results from their experience. Allowing students to think and work independently, make mistakes, and work through frustration ultimately resulted in them transforming into science professionals. This was achieved by allowing students to overcome multiple failures in their research through perseverance which instilled confidence. Collaboration with other students aided in this process.

Seymour, Elaine, Anne-Barrie Hunter, Sandra L. Laursen, and Tracee Deantoni. 2004.

Establishing the benefits of research experiences for undergraduates in the sciences: first findings from a three-year study. *Science Education* 88:493-534.

Abstract: Descriptions of student-identified benefits of undergraduate research experiences are drawn from analysis of 76 first-round student interviews gathered at the end of summer 2000 at four participating liberal arts colleges (Grinnell, Harvey Mudd, Hope, and Wellesley). As part of the interview protocol, students commented on a checklist of possible benefits derived from the literature. They also added gains that were not on this list. Students were overwhelmingly positive: 91% of all statements referenced gains from their experiences. Few negative, ambivalent, or qualified assessments of their research experiences were offered. The benefits described were of seven different kinds. Expressed as percentages of all reported gains, they were personal/professional gains (28%); “thinking and working like a scientist” (28%); gains in various skills (19%); clarification/confirmation of career plans (including graduate school) (12%); enhanced career/graduate school preparation (9%); shifts in attitudes to learning and working as a researcher (4%); and other benefits (1%).

Annotation: A key benefit of undergraduate research participation was working with a faculty mentor. Treating students as professional colleagues by asking for their opinions and respecting their input had a positive, confidence instilling effect. Observing the patience and perseverance of their mentors also had a positive effect.

Hartmann, J. Q., Widner, S.C., & Carrick, C. (2013). Strong faculty relationships and academic motivation as potential outcomes of undergraduate research. *North American Journal of Psychology*, 15 (1), 215-234.

Over one semester, student-faculty relationships and academic motivation were examined among three groups (individually mentored, classroom research, and non-research) using a pre-test/post-

test method. Researchers suggested that students who chose individually mentored research programs already perceived strong faculty relationships and academic motivation, and weren't significantly stronger than the non-research group as measured by the pre- and post-tests. The findings supported previous journals where mutual selection and "permission only" courses showed strong student-faculty relationships as opposed to blind matching. The groups were mainly composed of psychology students without regard to other parameters such as previous research experience, major, or sex. It was noted that increasing the period of this research beyond a semester may yield changes, and more precise wording may show improvement in areas of critical thinking or specific skills instead of academic motivation.

Nadelson, L.S., Warner, D., & Brown, E. (2015) Life's lessons in the lab: a summer of learning from undergraduate research experiences. *Journal of STEM Education*, 16 (3), 5-12.

The influence on participants' content knowledge, career plans, and general perceptions were assessed along with students' emotions over a 10-week period in a chemistry lab. This study showed increases in scientific knowledge, career trajectory clarity, and professional identity growth. This study built on and supported previous work, but added the emotional component of the study. "Students became more familiar with the role of a researcher and as they ...shift from a focus on completing tasks to a focus on learning with tasks as part of the process." Researchers implied that all mentors need to move beyond common research foci to attend to student's fears, apprehensions, excitement, and confidence. Compared to Hartmann et al.'s study, the population size was limited to 10 first or second year students who mostly majored in chemistry an average age of 21, which allows for more detailed attention to the sample group. This study appears to be a good fit for smaller schools or schools with dedicated faculty.

Heitz, J.G., & Giffen, C.J. (2010) Teaming introductory biology and research labs in support of undergraduate education. *DNA and Cell Biology*. 29 (9), 467-471.

Among a survey of students taking Introductory Biology, the researchers found that students who got into research labs earlier also stayed in the labs longer. In contrast to Hartmann et al.'s study, this study attempted to increase retention and the number of students electing science as a career over two years. Similarly, Heitz and Giffen's study used self-selected students (33%) as a

comparison to the whole class (67%). This is interesting as introductory biology is a course that is commonly taken among the student body, regardless of their major. While major switching isn't uncommon among undergraduates, the possibility of involving non-science people in research and/or increasing research retention can be an easily measured goal in research institutions. Additionally, a provided mentorship program (e.g. scientist, researcher, or professor) resulted in students taking advantage of it. This last detail is useful for the school as a whole to improve student retention. Students in the study learned how to communicate, conduct research, and analyze literature. A mentorship program at ABAC could improve study habits, test taking, and in-class participation.

Kennel, S., Burns, S., & Horn, H. (2009) Stimulating student interest in nursing research: a program pairing students with practicing clinician researchers. *Educational Innovations*. 48 (4), 209-211.

In this article, nurses involved with research projects were paired with students in clinical environments. As part of a 'foundations of nursing research class', the students from strictly clinical environments were assigned to a principal investigator. They became involved with research by performing literature reviews, collecting and analyzing data, and helping with poster presentations. A pretest/posttest indicated a significant increase in research following the conclusion of the study. While there wasn't a control group, this article is a good complement to Heitz et al.'s research paper by promoting research interest early career stages, and Nadelson et al.'s paper in which students pre-research were primarily focused on tasks instead of goals. In this journal, clinical nursing students were primarily focused on learning skills and preparing for the NCLEX-RN. ABAC's nursing program is very popular, and I feel that this paper could be used as part of a model in our own school.

Albuja, A., & Greenlaw, S.A. (2014) Distance-mentored undergraduate research. *Change: The Magazine of Higher Learning*, 46 (5), 44-51.

I was unable to fully access this article, but thought it intriguing enough to add to this bibliography. Summarizing the findings of this study from the program administrators, the undergraduate researcher, and the faculty distance mentor, this essay looked at the viability of distance mentored research. This analysis was targeted at small to medium-sized liberal arts and

science colleges where “high-impact practices” were emphasized, including seminars, learning communities, and study abroad, but did not have the capabilities of pursuing undergraduate research. I think this option of including research in our undergraduate program is worth pursuing, especially from an agricultural sciences perspective due to the proximity of UGA-Tifton and other research institutions near ABAC.

Findings from the Engaged Learning Literature Review Subcommittee on Study Abroad

Christopher Beals, Jan Gregus, Etta Lee, Mark Johnson (Chair)

Overview:

Our committee was tasked with reviewing literature on study abroad programs. Because this was an exploratory review, there were no predeveloped themes to develop. We started with the following guiding questions:

1. What are best practices for study abroad in higher education?
2. What do we want students to gain through these experiences?
3. How does the study abroad information pertain to the ABAC QEP?

The initial study suggested that because there is no single, universal goal for study abroad programs, there are multiple program goals and best practices from which the college might choose. The plurality of objectives likewise have their own general sets of accepted practices. As might be expected, much research and scholarship on study abroad programs deals with language acquisition. Other programs whereby the acquisition of content knowledge is directly enhanced are geopolitical, global studies. Those interested in global business are thought to benefit from the immediate and direct exposure to other cultures.

In addition to the benefit that study abroad offers for gaining disciplinary knowledge, the literature demonstrates a strong belief within the study abroad community that the ultimate goal of studying abroad should be personal development and/or the development of cross-cultural sensitivity and awareness. It seems evident that this topic is discussed so frequently (1) because the goal can be allied to any content-matter and so has near-universal application, and (2) because doing so provides the endeavor with a quasi-moral sense of doing-good that marks a distinction between the study abroad programs and the colonial and neo-colonial heritage to which they are at times connected.

If the goal is to promote engaged student learning, objectives will and should vary from program to program and even student to student. The goals of studying abroad will likely best be aligned to course and program objectives in ways that both challenge students and allow them to make their own sense of the world as they access what they have been studying and consider their own plans for the future.

What follows is a more detailed, annotated description of the committee's findings.

Learning Objectives and Program Goals

1. **Learning about the host country's culture by observing/sharing the local lifestyle** – this often affects the value system and the views of the student, contributing significantly to the development of his/her personality. Personal development is at times measured independently and at other times subsumed under awareness/sensitivity.
 - a. Development of cross-cultural sensitivity / awareness:
 - i. Anderson, P.H. 2006. Short-term study abroad and intercultural sensitivity: A pilot study. *International Journal of Intercultural Relations*. Volume 30, Issue 4; 457-469.
 - ii. Williams, T.R. 2005. Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. *Journal of Studies in International Education*. Volume 9, Issue 4; 356-371.
 - iii. Chieffo, L., Griffiths, L. 2004. Large-Scale Assessment of Student Attitudes after a Short-Term Study Abroad Program. *The Interdisciplinary Journal of Study Abroad*. Volume 10; 165-177.
 - iv. Black, T.H., Duhon, D.L. 2006. Assessing the impact of business study abroad programs on cultural awareness and personal development. *Journal of Education for Business*. Volume 81, Issue 3; 140-144.
 - v. O'Meara, P., Mehlinger, H. D., & Newman, R. M. (2001). *Changing perspectives on international education*. Bloomington, IN: Indiana University Press.
 - vi. Ramirez, G. B. (2013). Learning abroad or just going abroad? International education in opposite sides of the border. *The Qualitative Report*, (18)62, 1-11.
 - b. "Kohlbergian" models of development:
 - i. Hammer, M. R., Bennett, M. J, and Wiseman, R. (2003). Measuring intercultural sensitivity: The Intercultural Development Inventory. *International Journal of Intercultural Relations*, 27(4), 421-443.
 - c. Intercultural Adaptabilityⁱ
 - i. Williams, T.R. 2005. Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. *Journal of Studies in International Education*. Volume 9, Issue 4; 356-371.
 - d. For teachers
 - i. <http://www.frontiersjournal.com/documents/MEDINAHATHAWAYPILONIETAFrontiersXXV-Spring2015.pdf>
 - e. Cultural Capital
 - i. Hu, C., Pazaki, H., & Velander, E. (2014). Evaluating global education at a regional university: A focus group research on faculty perspectives. *Theory in Action* (7)1, 65-78.
2. **Acquiring knowledge and experience to prepare the student to enter the global marketplace** – especially for business majors, but also for agriculture students and agricultural education students
 - a. Chieffo, L., Griffiths, L. 2004. Large-Scale Assessment of Student Attitudes after a Short-Term Study Abroad Program. *The Interdisciplinary Journal of Study Abroad*. Volume 10; 165-177.

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- b. Franklin, K. (2010). Long-term career impact and professional applicability of the study abroad experience. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 19, 169-190.
- c. Norris, E. M., & Gillespie, J. (2009). How study abroad shapes global careers: Evidence from the United States. *Journal of Studies in International Education*, 13(3), 382-397.
3. **Learning the local language – communication skills** – not only for the sake of information exchange, but also as an important part of experiencing the local culture (e.g. literature, theater, art).
4. **Progress in the major field of study** – acquiring the knowledge and skills that may not be available at the home institution (e.g. work with a leading specialist in the field, in a highly specialized laboratory, etc.), or taking (transferable) courses relevant to the major field, or to the core curriculum.

Learning Objectives, Best Practices, and Assessment

1. **Best practices**
 - a. As with all teaching, these vary depending on learning objectives and likely connect to program goals. Typical assessments, however, include tests, portfolios, interviews, reflective essays, surveys, and inventories.
 - i. <http://www.frontiersjournal.com/documents/WANDSCHNEIDERetal-FrontiersXXV-Spring2015.pdf>
2. **More is Better**
 - a. The standard assumption is that meaningful advancement in language learning and other academic disciplines using a culture-specific pedagogy requires at least a full year of study abroad.
 - i. Dwyer, M. 2004. More is better: The impact of study abroad program duration. *The Interdisciplinary Journal of Study Abroad*. Volume 10; 151-163.
3. **Some is better than none**
 - i. Chieffo, L., Griffiths, L. 2004. Large-Scale Assessment of Student Attitudes after a Short-Term Study Abroad Program. *The Interdisciplinary Journal of Study Abroad*. Volume 10; 165-177.
4. **How students are housed**
 - i. http://www.frontiersjournal.com/documents/FrontiersXVIII-Fall09-VandeBerg-ConnorLinton-Paige_000.pdf
5. **Progressivism, Vocational Learning, and Experiential Learning**
 - a. The strongest impetus for and justification of vocational learning associated with the establishment and funding of agricultural colleges has been the progressive education model. Most often represented by Dewey, the progressive approach emphasizes experiential learning. This approach is supported by a host of scholarship on cognitive constructivism that extends beyond but is supportive of studying abroad.
 - i. <http://www.frontiersjournal.com/documents/FrontiersXVIII-Fall09-Pagano-Roselle.pdf>

Program Development

1. **In the caring fields**
 - i. Hegedus, Kathryn Stewart, et al. "Developing And Sustaining A Study Abroad Program As Viewed Through A Caring Lens." *International Journal For Human Caring* 17.1 (2013): 24-32 9p. CINAHL with Full Text. Web. 22 Oct. 2015.

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2. Problems

- a. implementing study abroad programs in degrees that lead to certification:
 - i. <http://www.frontiersjournal.com/documents/Merrill-Frost-FRONTIERS2011>.

Helpful websites

<http://www.nafsa.org/> -- Association of International Educators

Useful links include the following:

- https://www.nafsa.org/File/ie_mayjun12_ea.pdf
 - Education Abroad Consortia (for small schools with limited means to support study abroad)
- http://www.nafsa.org/Find_Resources/Publications/Periodicals/International_Educator/Features/Multidisciplinary_Programs/
 - Examples of interdisciplinary study abroad programs from other institutions
- http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/Managing%20Social%20Media%20for%20EA%202014.pdf
 - Best Practices in Effectively Managing Social Media for Education Abroad

<http://www.forumea.org/> -- The Forum on Education Abroad

The Standards Development Organization (SDO) for the field of education abroad. The Forum provides training and resources to education abroad professionals. Useful links include the following:

- <http://apps.forumea.org/documents/ForumEA-StandardsGoodPractice2011-4thEdition.pdf>
 - Standards of Good Practice for Education Abroad
- http://apps.forumea.org/documents/ForumEA-GuidelinesforHealthProgramsAbroad2013_001.pdf
 - Guidelines for Health Programs

http://studyabroad.isp.msu.edu/research/documents/Assessing_EA_Outcomes_WhitePaper.pdf

Prepared by Michigan State University. Lists outcomes for education abroad together with concrete assessment tools and costs. The outcomes are general enough to be implemented at ABAC.

Other Interesting Facts

- 289,408 American students studied abroad in 2012-13.ⁱⁱ
- Most students studying abroad had prior international experience, with 64 percent of students polled already having lived in or traveled to countries outside of the United States. (Siaya & Hayward, 2003).ⁱⁱⁱ

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Wandschneider, E., et al. (2015). The forum BEVI project: Applications and implications for international, multicultural, and transformative learning. *Frontiers: The Interdisciplinary Journal of Study Abroad* (28).

Williams, T.R. 2005. Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. *Journal of Studies in International Education*. Volume 9, Issue 4; 356-371.

Appendix / Notes

Notes from Christopher Beals

Anderson, P.H. 2006. Short-term study abroad and intercultural sensitivity: A pilot study. *International Journal of Intercultural Relations*. Volume 30, Issue 4; 457-469.

Abstract:

Longitudinal studies that measure the impact of study abroad programs are essential to improving our understanding of the effectiveness of international education. The focus of the current research is on the development of cross-cultural sensitivity. Hammer and Bennett's [(2002). *The Intercultural Development Inventory (IDI) manual*. Portland, OR: Intercultural Communication Institute)] Intercultural Development Inventory (IDI) is used to assess of the extent to which a short-term, faculty-led study abroad program can affect the cross-cultural sensitivity of student learners. The IDI was administered before the students traveled abroad and then again 4 weeks later when they returned to the United States. Preliminary results suggest that short-term programs can have a positive impact on the overall development of cross-cultural sensitivity. Individual differences are noted and the paper provides some discussion of the impact of the study abroad program on specific subscales within the IDI instrument. The study concludes by highlighting areas of needed research.

Dwyer, M. 2004. More is better: The impact of study abroad program duration. *The Interdisciplinary Journal of Study Abroad*. Volume 10; 151-163.

Abstract:

Conventional wisdom in the study abroad field has held that more is better; that is, the longer students study abroad the more significant the academic, cultural development and personal growth benefits that accrue. The standard assumption is that meaningful advancement in language learning and other academic disciplines using a culture-specific pedagogy requires at least a full year of study abroad. While the benefits of full-year study abroad are strongly embraced by study abroad professionals, there is a dearth of quantitative research supporting a correlation with positive outcomes. Among education abroad professionals, convictions about duration rank among the most deeply-held. This article presents a research that measures the impact of program duration on five learning outcomes: (1) student academic choices; (2) career development; (3) personal and social development; (4) foreign language commitment and use; and (5) intercultural competence and intercultural awareness. While it has been long believed that study abroad changes people's lives, little evidence exists to explain what kinds of tangible

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changes occur and for how long. This study shows that study abroad has a significant impact on students in the areas of continued language use, academic attainment measures, intercultural and personal development, and career choices. Most importantly, the study illustrates that this impact can be sustained over a period as long as 50 years.

Williams, T.R. 2005. Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. *Journal of Studies in International Education*. Volume 9, Issue 4; 356-371.

Abstract:

This study answers a need for outcome assessment in study abroad by exploring the intercultural communication skills of study abroad and on campus students. Through a pretest and posttest of two specific skills, intercultural adaptability and intercultural sensitivity, study abroad students were compared to students who stay on campus to measure their change (if any) during the course of the semester. Using the Cross-Cultural Adaptability Inventory and the Intercultural Sensitivity Index, the two student groups individually assessed their strengths and weaknesses through a self-reported inventory at the beginning and end of the fall 2002 academic semester. Results confirmed the hypothesis that students who study abroad exhibit a greater change in intercultural communication skills after their semester abroad than students who stay on campus. Results also indicated that exposure to various cultures was the greatest predictor of intercultural communication skills.

Chieffo, L., Griffiths, L. 2004. Large-Scale Assessment of Student Attitudes after a Short-Term Study Abroad Program. *The Interdisciplinary Journal of Study Abroad*. Volume 10; 165-177.

Abstract:

As national boundaries have lost their traditional significance over the past thirty years through increased travel, global telecommunications, and international trade and investment, it has become important for individuals to possess firsthand experience with other cultures. Traditionally, American undergraduates accomplish this by studying abroad. In this paper, the authors describe their research, which explores whether students enrolled in courses abroad during five-week University of Delaware January-term programs acquire more "global awareness" than those who studied at home and enrolled in similar course in the same January term. They developed a survey instrument designed to measure student perceptions and recollections about their attitudes toward four categories they identify as the essential elements of "cultural awareness": (1) intercultural awareness; (2) personal growth and development; (3) awareness of global interdependence; and (4) functional knowledge of world geography and

language. The four broad categories used to develop the survey items form a useful framework with which to analyze the results. The authors conclude that short-term programs, even as short as one month, are worthwhile educational endeavors that have significant self-perceived impacts on students' intellectual and personal lives. The data demonstrate that the students who spent the month abroad were more confident in their levels of intercultural awareness and functional knowledge than their peers who remained on campus.

Black, T.H., Duhon, D.L. 2006. Assessing the impact of business study abroad programs on cultural awareness and personal development. *Journal of Education for Business*. Volume 81, Issue 3; 140-144.

Abstract:

In this article, the authors assessed results from a cultural awareness instrument administered to business student participants at the beginning of a summer study abroad program in London, England, and then again at the program's conclusion. The data indicated that the program enhanced cultural awareness and personal development. Moreover, additional information from a student survey reinforced the results of the cultural-awareness instrument.

Notes from Jan Gregus

Program Outcomes

Following is a list of (possible) outcomes of a study abroad program. I have listed the outcomes that seem relevant for ABAC. I don't claim that the list is exhaustive. See the reference (1) below.

1. Progress in the major field of study – acquiring the knowledge and skills that may not be available at the home institution (e.g. work with a leading specialist in the field, in a highly specialized laboratory, etc.), or taking (transferable) courses relevant to the major field, or to the core curriculum.
2. Learning about the host country's culture by observing/sharing the local lifestyle – this often affects the value system and the views of the student, contributing significantly to the development of his/her personality.
3. Acquiring knowledge and experience to prepare the student to enter the global marketplace – especially for business majors, but also for agriculture students (?)
4. Learning the local language – communication skills – not only for the sake of information exchange, but also as an important part of experiencing the local culture (e.g. literature, theater, art)

Relevant sources of information

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LEARNING OUTCOMES AND ASSESSMENT

(1)

http://studyabroad.isp.msu.edu/research/documents/Assessing_EA_Outcomes_WhitePaper.pdf

is a document prepared at Michigan State University. It gives a list (much better than mine above) of outcomes for education abroad together with concrete assessment tools (including costs!). The outcomes are general enough to be implemented at ABAC.

(2) Drexler, Devi S.; Campbell, Dale F.: Student development among community college participants in study abroad programs

this article examines specific vectors that impact student development before and after study abroad participation in nine community colleges using Chickering's Theory of Student Development and SAS statistical methods.

BEST PRACTICES IN STUDY ABROAD

(3) Standards of Good Practice for Education Abroad, 4th edition, 2011

is a publication of the Forum of Education Abroad. It lists the standards together with concrete questions to be addressed by the institution offering the study abroad program. It is available at

<http://apps.forumea.org/documents/ForumEA-StandardsGoodPractice2011-4thEdition.pdf>

(4) Guidelines for Health Programs Abroad, 2013

is a publication of the Forum of Education Abroad. It lists the standards specifically for the health programs (in addition to the publication (3)). These may be relevant for ABAC's health/nursing programs. It is available at

http://apps.forumea.org/documents/ForumEA-GuidelinesforHealthProgramsAbroad2013_001.pdf

(5) Code of Ethics for Education Abroad, 2nd edition 2011

(6) Standards of Good Practice for Short-Term Education Abroad Programs.

are also publications of the Forum of Education Abroad. They can be accessed (but only by the Forum member institutions) at

Resources for the Code of Ethics for Education Abroad and the Standards of Good Practice for Short-Term Education Abroad Programs

or they and can be ordered at <http://apps.forumea.org/publications.cfm>

(7) Education Abroad Consortia (for small schools with limited means to support study abroad)

https://www.nafsa.org/File/ie_mayjun12_ea.pdf

(8) Developing and Managing Programs:

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<http://www.nafsa.org/findresources/default.aspx?catId=518260>

has a whole list of articles on developing and managing Study Abroad programs, e.g.:

the standards:

[http://www.nafsa.org/ /File/ /eaps_standards.pdf](http://www.nafsa.org/File/ /eaps_standards.pdf)

forming coalitions and partnerships with international institutions:

<http://www.acenet.edu/news-room/Documents/UofCincinnati-Creating-Articulations-Flow-Chart.pdf>

MARKETING (CONCRETE PROGRAMS AND WEBSITES)

(9) Examples of interdisciplinary study abroad programs from other institutions:

http://www.nafsa.org/Find_Resources/Publications/Periodicals/International_Educator/Features/Multidisciplinary_Programs/

(10) Best Practices in Effectively Managing Social Media for Education Abroad:

http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/Managing%20Social%20Media%20for%20EA%202014.pdf

(11) Websites offering study abroad programs for students, including financial aid opportunities:

<http://www.isep.org/students/>

<http://www.studyabroad.com/student-guide/guide.aspx>

Notes from Etta Lee

Hegedus, Kathryn Stewart, et al. "Developing And Sustaining A Study Abroad Program As Viewed Through A Caring Lens." *International Journal For Human Caring* 17.1 (2013): 24-32 9p. *CINAHL with Full Text*. Web. 22 Oct. 2015.

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The authors of this article describe a study abroad program that was designed to continue and grow. The program conformed to the existing curriculum, so students did not lose time toward graduation. The authors of the program performed site visits and a great deal of thought was put into the selection of the sites. There were several support personnel for the program: international coordinator, internship coordinator, resident assistant, graduate assistant, committees, administrative support, etc. Students were required to have a 3.0, written essay on their interest, two letters of reference, one-on-one interview, and other requirement. Students also attended a preparatory session with reading assignments. After students had participated, they share their experiences on a blog maintained by The School of Nursing website. This was used for recruitment and assessment. The program also allows for growth and integration with other curriculum including art.

Greenfield, Emily A., Rebecca T. Davis, and James P. Fedor. "The Effect Of International Social Work Education: Study Abroad Versus On-Campus Courses." *Journal Of Social Work Education* 48.4 (2012): 73 9-761. *MasterFILE Elite*. Web. 22 Oct. 2015.

This article offers a comparison of a study abroad program and an on-campus program. The study abroad program did show gains in self-rated skills. The authors highlight the need for study abroad programs to have accurate assessment including but not limited to quantitative measures. A good theoretical background in learning was also noted. The concept 'constructive disequilibrium' is explained along with a focus on Piaget's and Vygotsky's perspectives. The study also noted the majority of the study abroad group was white females who scored high on the open –to–experience personality trait. In general the suggestion of an atmosphere conducive to study abroad program was needed at the institution.

"Study Abroad: Critical Perspectives." *ASHE Higher Education Report* 38.4 (2012): 95. *Advanced Placement Source*. Web. 22 Oct. 2015.

The authors of this article start by stating we should not assume all study abroad programs are inherently good. A problem noted was the program should not be done with a tourist mentality or an effort at colonizing. There are also negative views that are formed and a 'third culture' develops instead of the student experience the true culture of the area.

"Conclusions, Final Thoughts, And Recommendations." *ASHE Higher Education Report* 38.4 (2012): 105. *Advanced Placement Source*. Web. 22 Oct. 2015.

Points are made about the slow growth of study abroad programs with the majority of participants still white female and few STEM students. These students need to know the program will assist them toward graduation and the program is affordable. The program needs to have clearly defined outcomes. The program creators should not assume intercultural competency will improve just by studying abroad. For some study abroad programs this is not the intended

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outcome because they may be more knowledge based. The program should also have a good foundation in understanding the models of learning especially using Piaget's model to create a disequilibrium learning experience. The suggestion is also made that the program assessment should be part of the overall educational gain. The point is also made that not all programs need to cross international borders. A final note was that the study abroad programs should not be used to increase the learning gap of some groups from others.

Horn, Aaron, and Gerald Fry. "Promoting Global Citizenship Through Study Abroad: The Influence Of Program Destination, Type, And Duration On The Propensity For Development Volunteerism." *Voluntas: International Journal Of Voluntary & Nonprofit Organizations* 24.4 (2013): 1159. *Publisher Provided Full Text Searching File*. Web. 22 Oct. 2015.

This article covers using volunteerism as an assessment of study abroad programs. Different factors that affected the success of the program were noted including the destination. Student going to developing countries had an increase in cognitive engagement and the degree the volunteer activity became internationally oriented. A breakdown of the different program types is also given and cites effectiveness of service learning types. A note is also made that the longer the program the more influence. This study shows an interaction of the different variables.

ⁱ Much of the data cited regarding the first two categories is based on self-reporting.

ⁱⁱ <http://www.frontiersjournal.com/documents/WANDSCHNEIDERetal-FrontiersXXV-Spring2015.pdf>

ⁱⁱⁱ Siaya, L., & Hayward, F. M. (2003). Mapping internationalization on U.S. campuses. Washington DC: American Council on Education.