Student Learning in Short-term Education Abroad

Introducing New Measures of Global Engagement

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Dr. Eric Hartman, Haverford College

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Welcome & introductions

Major research trends on short-term education abroad, notable gaps, and needed directions

Global Engagement Measurement Scale (GEMS)

Global Engagement Survey (GES)

Discussion and application
INTRODUCTIONS

Lisa Chieffo, Ed.D.  
University of Delaware

Eric Hartman, Ph.D.  
Haverford College

Anthony C. Ogden, Ph.D.  
Michigan State University
Over 63% of all students participate in programs of less than 8 weeks.
DISCUSSION

What are the implications of this research for what we know and need to know about short-term education abroad?
Major Research Trends on Short-term Education Abroad, Notable Gaps & Needed Directions

Dr. Anthony C. Ogden
Executive Director
Education Abroad and Exchanges
Michigan State University
MAJOR RESEARCH TRENDS

*Toward a Research Agenda for U.S. Education Abroad*

3rd Edition, Forthcoming

What we know and need to know about short-term education abroad:

A concise review of the literature.
1950s, Research began to emerge

1970s, About 189 research studies

1990s, 675 research studies

2001, Forum on Education Abroad founded

2007, Forum Guide to Outcomes Assessment published

2015, Numerous Publications on EA Research
CATEGORIZATION OF RESEARCH TRENDS

Single Domain
(Second language acquisition, ICC, etc.)

Multiple Domains
(Identity dev., attitude & behavioral change, disciplinary learning, etc.)

Longitudinal Studies
(Career impact, educational impact, language utilization, etc.)

Internal Variables
(Gender, language proficiency, previous experience, etc.)

Program/Enrollment Variables
(Duration, housing type, language of instruction, academic enrollment type, etc.)

Predictor Variables & Outcomes
(Retention & persistence, alumni development, workforce development, etc.)
MAJOR RESEARCH TRENDS IN SHORT-TERM EDUCATION ABROAD

- Learning Outcomes
- Student Development
- Programming & Development
- Student Characteristics & Demographics
- Student Choice & Decision Making
- Discipline Specific Programming
- Institutional Strategy
NOTABLE GAPS AND NEEDED RESEARCH
## Needed Research on Short-Term Education Abroad

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Cohort Development</td>
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<td>Faculty &amp; Student Interaction</td>
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<tr>
<td>Curriculum Integration</td>
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<tr>
<td>Healthcare Professions</td>
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<td>Embedded &amp; Alternative Service Breaks</td>
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<tr>
<td>Host Community Impact</td>
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<tr>
<td>Interdisciplinary Teaching and Learning</td>
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</tbody>
</table>
RESEARCH LIMITATIONS

- Self-Selection
- Sample Size
- Experimental Design
- Generalizability
- Data Accessibility
- Terminology
THINGS TO KEEP IN MIND

- Be cautious when using self-reporting instruments.
- Correlation doesn’t mean causation.
- Avoid using the scale of most convenience.
- There is no one size fits all study.
- Differentiate evidence and anecdote.
- Avoid comparing institutional EA data with national datasets.
- Control accordingly and be mindful of confounding variables.
UNTESTED CLAIMS & CASUAL ASSUMPTIONS

- Longer is better!
- Some international education is better than none at all!
- One size fits all!
# ASSESSMENT & INSTRUMENTATION

## LANGUAGE LEARNING AND DEVELOPMENT
- Language Strategies Survey
  - Cohen & Chi, 2001
- Oral Proficiency Interview & Simulated OPI
  - ACTFL, 1999
- Speech Act Measure
  - Cohen & Shively, 2003

## CULTURE LEARNING AND INTERCULTURAL DEVELOPMENT
- Beliefs, Events, and Values Inventory
  - Shealy, 2004
- Bicultural Involvement Questionnaire
  - Szapocznik, Kurintes & Fernandez, 1980
- Cross-Cultural Adaptability Inventory
  - Kelley & Myers, 1999
- Cross-Cultural World-Mindedness Scale
  - Der-Karabetian & Metzer, 1993
- Intercultural Adjustment Potential Scale
  - Matsumoto et al, 2001
- Intercultural Conflict Style Inventory
  - Hammer, 2002
- Intercultural Development Inventory
  - Hammer & Bennett, 1999, 2002
- Intercultural Effectiveness Scale
  - The Kozai Group, Inc.
- Sociocultural Adjustment Scale
  - Ward & Kennedy, 1999
- Strategies Inventory for Learning Culture
  - Page, Rong, Zhang, Kappler, Hoff, & Emert, 2003

## DISCIPLINARY LEARNING
- Disciplinary Learning Interview Protocol
  - Hammer, Malone, & Paige (in press)
- Academic Development Scale
  - Ogden, 2010

## GLOBAL KNOWLEDGE & AWARENESS
- Global Perspectives Inventory
  - Braskamp, Braskamp, and Merrill, 2009
- Global Awareness Profile
  - Corbitt, 1998
- Global Citizenship Scale
  - Morais & Ogden, 2011; Ogden, 2010
- Global Competencies Inventory
  - The Kozai Group, Inc.
- Global Competence Aptitude Assessment
  - Hunter, White, & Godbey, 2006
Global Engagement Measurement Scale (GEMS)

Dr. Lisa Chieffo
Associate Director, Study Abroad
Institute for Global Studies
University of Delaware
Approx. 1,500 students abroad/year (undergrads, trad. age)

85% on 65 short-term faculty-led programs

15% on semester/exchange programs

Wide variety of countries and academic disciplines

Study abroad staff = 10

UD undergrads = 17,000
GLOBAL ENGAGEMENT MEASUREMENT SCALE

- home grown instrument*
- administered online pre and post to all students on UD global study programs
- 43 quantitative items (4-point Likert scale)
- one reflective short answer
- general enough to be applicable to all programs

*credit to UD psychology Ph.D. student Noel Shadowen
899 GEMS RESPONDENTS
JANUARY 2016

Gender
- male
- female

Class
- freshman
- sophomore
- junior
- senior

Program Type
- English-speaking
- lang. study
- non-Engl/no lang.
GEMS CONSTRUCTS

Knowledge of Host Site (KN)

Ambiguity Tolerance (AT)

Global Cultural Engagement (CE)

Diversity Tolerance (DTF and DTS*)

Resilience (RE)

*two scales related to friends (F) and siblings (S)
Same results as 2015 and preliminary analyses for 2017. Short-term programs can effect change!

Resilience hypothesis: Students over-estimate their ability to cope with challenges abroad.
ambiguity tolerance and diversity tolerance (friends):

- no difference among groups’ pre scores
- greatest change among “non-Engl./no lang. group” (p<.05)

Ambiguity & Diversity Tolerance hypothesis:

Students who don’t study the local language have to get by without any/little ability to communicate, hence more tolerance for ambiguity and understanding for “other”.
Host-site Knowledge:

- non-Engl/no lang = highest pre score
- no significant difference in change score (all groups reported equal increase in knowledge)

Host-site Knowledge hypothesis:
Uncertain – needs more study.
- Better preparation by faculty directors?
- Student demographic factors (major, class year)?
Cultural Engagement

- FL students = significantly higher pre scores
- no significant difference in change score (all groups reported equal increase in cultural engagement attitudes)

Cultural Engagement hypothesis:

Students pursuing language study may be initially more interested in theme of cultural engagement, perhaps due to content of on-campus language courses.
NOW WHAT?

- further groupwise comparison, for example:
  - traditional courses vs. internship
  - 5-week, 2-course model vs. 3-week, 1 course model
- compare short vs. semester program results
- qualitative analysis of short-answer responses
- GEMS results for Delaware Diplomats (ed. abroad scholarship program requiring pre-departure global engagement on campus)
Global Engagement Survey (GES)

Dr. Eric Hartman
Executive Director
Center for Peace and Global Citizenship
Haverford College
ASSESSING GLOBAL LEARNING

Considering critical reflection, intercultural capacities, and civic engagement through engaged global learning at home and abroad

GLOBAL ENGAGEMENT SURVEY

Summer 2016
AAC&U Global Learning

Intercultural Competence

Civic Engagement

Critical Reflection

Global Learning
<table>
<thead>
<tr>
<th>Global Learning Outcome</th>
<th>Closed items</th>
<th>Closed items (post-only)</th>
<th>Open items</th>
<th>Open items (post-only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intercultural competence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication (ICC)</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Self-awareness (ICSA)</td>
<td>7</td>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td><strong>Civic Engagement</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Values (CEV)</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficacy (CEE)</td>
<td>9</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Political voice (CEPV)</td>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy &amp; activism</td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Conscious consumption (CECC)</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical reflection (CR)</td>
<td>8</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GES Team

Eric Hartman | Ben Lough | Cynthia Toms | Nora Reynolds

Ongoing Partners

- Azusa Pacific University
- Engaged Cornell
- Buffett Center, Northwestern University
- Haverford College Center for Peace and Global Citizenship
- Elon University
- Queens University of Charlotte
- CFHI (child family health international)
Multi-institutional assessment tool that employs quantitative and qualitative methods to better understand relationships among program variables and student learning, specifically in respect to global learning goals identified by the Association of American Colleges and Universities (AAC&U, 2014)

<table>
<thead>
<tr>
<th>Intercultural Competence – Communication</th>
<th>ICC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Competence – Self-awareness</td>
<td>ICSA</td>
</tr>
<tr>
<td>Civic Engagement – Efficacy</td>
<td>CEE</td>
</tr>
<tr>
<td>Civic Engagement – Political Voice</td>
<td>CEPV</td>
</tr>
<tr>
<td>Civic Engagement – Conscious Consumption</td>
<td>CECC</td>
</tr>
<tr>
<td>Civic Engagement – Values</td>
<td>CEV</td>
</tr>
<tr>
<td>Critical Reflection</td>
<td>CR</td>
</tr>
<tr>
<td>Program Factors</td>
<td>Options - examples</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>All undergrad</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>1 – 6 credits</td>
</tr>
<tr>
<td><strong>Required/ elective</strong></td>
<td>Required</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>On-campus program</td>
</tr>
<tr>
<td><strong>SES</strong></td>
<td>Higher SES than comm.</td>
</tr>
<tr>
<td><strong>Leader</strong></td>
<td>From host comm. &amp; ongoing relationships</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>US/ home comm.</td>
</tr>
<tr>
<td><strong>Selection</strong></td>
<td>Apply, but rarely rejected</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>1 -10 weeks</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>Summer</td>
</tr>
</tbody>
</table>
Completed pre-surveys: 241
Completed post-surveys: 200
Matched cases: 107

Scales: Pre - Post mean

<table>
<thead>
<tr>
<th>Scale</th>
<th>Pre mean</th>
<th>Post mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICC</td>
<td>2.9</td>
<td>3.03</td>
</tr>
<tr>
<td>ICSA</td>
<td>3.12</td>
<td>3.25</td>
</tr>
<tr>
<td>CEE</td>
<td>2.77</td>
<td>2.88</td>
</tr>
<tr>
<td>CEPV</td>
<td>1.86</td>
<td>1.96</td>
</tr>
<tr>
<td>CECC</td>
<td>2.46</td>
<td>2.61</td>
</tr>
<tr>
<td>CEV</td>
<td>3.16</td>
<td>3.24</td>
</tr>
<tr>
<td>CR</td>
<td>3.25</td>
<td>3.28</td>
</tr>
</tbody>
</table>

- ICC: Intercultural competence - Communication
- ICSA: Intercultural competence – Self-awareness
- CEE: Civic Engagement - Efficacy
- CECC: Civic Engagement – Conscious Consumption
Lower student scores on **CEE** & **CEPV** were more likely in programs where the program leader was visiting the host community for the first time.

The students who had experience where the entire experience was outside the US without pre or post coursework in the U.S. scored lower on **ICC**, **CEPV**, **CEV**, & **CR**.

Higher student scores on **CEPV** and **CR** scales when the program leader does not travel to the site with students*.

Summer course with pre and post coursework (vs. only summer course) was significantly higher on **CEPV**, **CR**, and **ICC** scales.

SL vs non-SL showed significant effect on **CECC**, **CEPV**, **CEV**, **CR**, and **ICC**. SL was higher on all five scales than non-SL.
QUALITATIVE FINDINGS

- Structural and systemic factors relating to cultural differences
- Frequency of comments on diversity focused on politics and religion
- Feelings of cynicism regarding political participation
- Adapting communication and behavior in different cultural settings...many examples about transitioning to the cultural context of their university.
- Current political context in the U.S.*
1. Applications to programming and pedagogy
2. Faculty development seminars
3. Curricular innovation and experimentation

So what?
- Increase #s, more institutional partners → statistical analyses
- Include programs during academic year → increase #s, partners, & program factors
- Data over multiple years → additional analyses now & future
- More partners → improve multi-institutional comparisons with attention to peer institutions
What are the implications of this research for what we know and need to know about short-term education abroad?
WHAT DOES THE FUTURE HOLD FOR U.S. EDUCATION ABROAD PROFESSIONALS?

Will education abroad professionals be seen as **logistics experts** (aka, a student travel agency) that handles risk management, health and safety, compliance, inbound/outbound travel, etc?

Will education abroad professionals be seen as **educators** with expertise on program design, student learning pedagogy, outcomes assessment, collaborating with faculty, curriculum integration, etc?
Student Learning in Short-term Education Abroad

Introducing New Measures of Global Engagement

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March 30, 2017