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Developing Global Leaders?:
Short-term Education Abroad, Student Learning and Global Citizenship

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"Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

Mark Twain, Innocents Abroad

Short-term Education Abroad

- Largest area of growth in education abroad
- 58% of all education abroad in programs of 8 weeks or less (Institute for International Education, 2013)
- Generally assumed to be inferior to "traditional" education abroad (Dwyer, 2004)
- Outcomes include personal, intercultural, career and academic development, subsequent international involvement

Research issues: Control groups

- Students who participate in EA may have pre-existing characteristics like openness and curiosity that lend themselves to desirable outcomes (Anderson, Lawton, Rexeisen, & Hubbard, 2006; Sutton et al., 2007).

- Important to document value added by an abroad experience that takes into account the potential effects of pre-dispositions.

- Use a secondary group who intended to study abroad as a control to separate out the effects of a pre-disposition to study abroad on learning outcomes (Hadis, 2005; Kehl & Morris, 2007).

Construct: Global Citizenship

- "being aware of responsibilities beyond one's immediate communities and making decisions to change habits and behaviors accordingly" (Schattle, 2009, p. 12)

- Global Citizenship Scale (GCS) - developed by Morais and Ogden (2010)
  - Social responsibility - Ability to see oneself as part of larger shared humanity and acknowledgement of responsibility to that broader collective.
  - Global competence - Ability to discern difference and interact appropriately across intercultural contexts
  - Civic engagement - Participation and involvement in civic and political life, engagement with stakeholders and action to enhance the common good.

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Study Setting: Shenandoah University

- Small, private institution located in Virginia, USA
- ~4000 FTE with ~150 International students
- ~50% graduate & ~50% undergraduate
- 8:1 student to faculty ratio
- Large number of student athletes
- Predominantly applied liberal arts programs
- Significant population of first-generation students (college and global travel)
- Study Abroad – Non-existent prior to 1999

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Program: Global Citizenship Project (GCP)

- Initiated in 2004-2005 academic year
- Short duration: ~10 days
- Faculty-led but NOT discipline-based (interdisciplinary by intention)
- All expenses paid by the University with the exception of incidentals
- 5-6 destinations each year
- Co-curricular by design
- Major goals for participants – a reduction of apprehension about international travel and an obligation to give back to their community upon return.
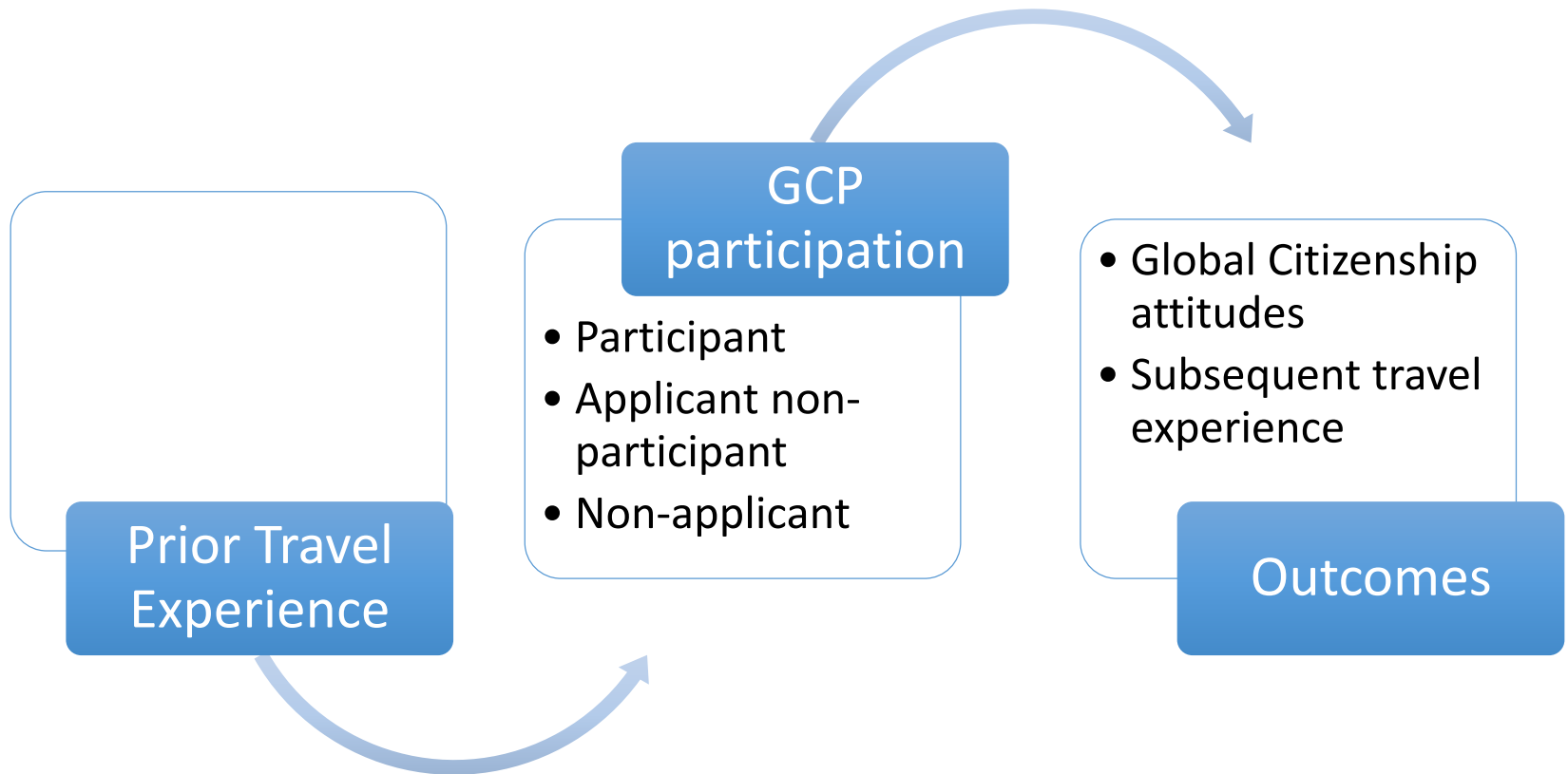
Study Design

- Non-experimental
- Cross-sectional
- Mixed methods with concurrent embedded approach

Conceptual Framework

Prior Travel Experience

GCP participation
- Participant
- Applicant non-participant
- Non-applicant

- Global Citizenship attitudes
- Subsequent travel experience

Outcomes

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Measures

- Global Citizenship Scale
- Prior travel
  - # domestic trips
  - # international trips
- Subsequent travel
  - # domestic trips made for business
  - # domestic trips made for pleasure
  - # international trips made for business
  - # international trips made for pleasure
- Collapsed into one prior travel variable and one subsequent travel variable

- Demographics
  - Gender
  - Race/ethnicity
  - Graduation/departure year
  - Student Type (undergraduate, graduate, both)
  - Academic attainment (bachelors, masters, doctoral)
- Respondents' own definition of global citizenship and explanations for how global citizenship has developed within them (open-ended)

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| Characteristic | GCP Participation | | | |
	Non-Applicant ($n = 168$)	Applicant Non-Participant ($n = 38$)	Participant ($n = 42$)	All Cases ($N = 248$)
Gender				
Female	64.9	78.9	73.8	68.5
Male	35.1	21.1	26.2	31.6
Ethnicity				
White	83.9	84.2	83.3	83.9
Black	5.4	7.9	7.1	6.0
Hispanic	0	2.6	2.4	0.8
Asian	3.0	0	2.4	2.4
Multiracial	4.2	0	0	2.8
Declined	3.6	5.3	4.8	4.0
Student Type				
Undergraduate	54.2	60.5	61.9	56.5
Graduate	33.3	31.6	21.4	31.0
Both	12.5	7.9	16.7	12.5
Highest degree				
Bachelors	49.4	63.2	52.4	52.0
Masters	31.0	26.3	28.6	29.8
Doctoral/First Professional	19.6	10.5	19.0	18.1

Graduation/Departure Year
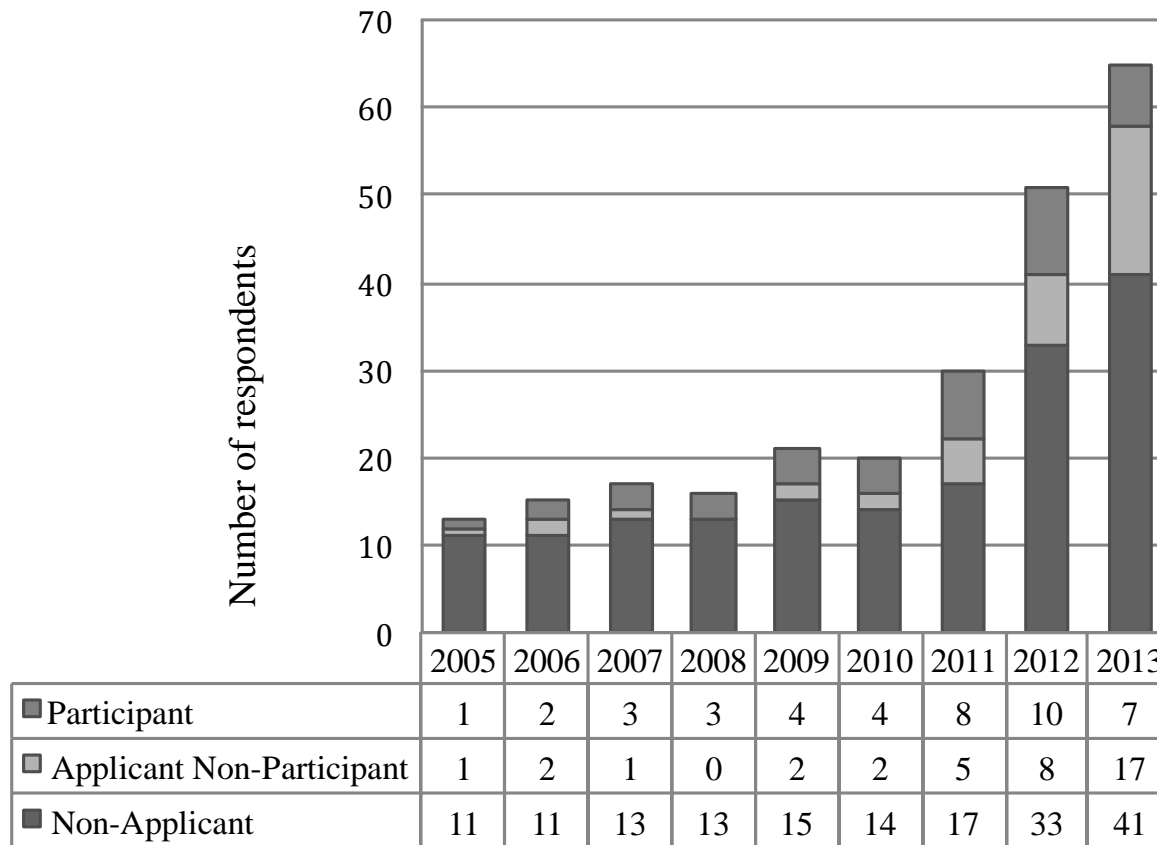
Figure 4.1. Departure/Graduation years of survey respondents organized by GCP participation group

Data Analysis

- MANCOVA (Multivariate Analysis of Covariance)

- Multiple Regression

- Qualitative analysis - constant comparative method

Findings - Travel Experience

- Participation in short-term education abroad was associated with engagement in further travel experiences.
  - Prior international travel significantly predicted subsequent international travel
  - Participants in GCP significantly different in engagement in further travel compared to applicant, non-participants
  - Qualitative responses of GCP participants more indicative of interest and engagement in international travel than those of applicant non-participants and non-applicants

Findings - Travel Experience

- Prior research has linked short-term education abroad to increased functional knowledge, confidence and interest in travel.

- This study extends the research both by controlling for the effects of prior travel and by demonstrating that compared to a similar group, past participants in short-term programs engage in more travel.

- One value of participation in short-term programs can be expressed as providing a baseline for future, more immersive engagements.

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Findings - Global Citizenship

- Past participation in short-term education abroad was associated with global citizenship development
  - Regression analysis – past participation in GCP a significant predictor of overall GCS scores
  - MANCOVA analysis –GCP participants had higher mean GCS scores than applicant non-participants and non-applicants
  - Difference between participants and applicant non-participants in global civic engagement suggests that the experience itself has an impact
- Short-term programs have value in heightening global civic engagement beyond what could be anticipated from pre-existing dispositions.

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Implications

- Short-term programs, even when co-curricular in nature, can have a meaningful impact on participants.

- Importance of aligning appropriate outcomes with short-term programs.

- If education abroad programs used as evidence for producing global citizens, civic engagement should be included in the outcomes measured.

Findings - Durability of outcomes

- Relationship between the passage of time and the existence of attitudes and behaviors.
  - Multiple regression analysis – predictive relationship between time elapsed since graduation and subsequent travel
  - No significant relationship found regressing time on GCS scores, indicating that global citizenship is not linked to passage of time.

Implications

- Even if a short-term education abroad program is the only international opportunity for a student, it may still have a lasting impact.

- For administrators tasked with the development of short-term programs to meet the constraints of curriculum, family obligations, and other student needs, these findings provide some evidence for the value of such programs.

Findings – Impact of Demographics

- Gender had no impact on subsequent international travel or global citizenship.

- Ethnicity was not associated with global citizenship but did have a relationship with subsequent international travel.

Implications

- Short-term programs may be a way to increase participation of male students.

- Relationship between ethnicity and subsequent travel unclear.

- Findings merits further investigation, given the interest by policy makers in increasing participation of traditionally underserved groups.

Study Strengths

- Multiple controls to better isolate phenomena of participation in short-term education abroad and global citizenship behaviors.
  - Covariate to account for prior travel experience
  - Incorporated two control groups
- Standardized scale with strong validity, not merely a collection of survey questions.
- Study design incorporated multiple advanced statistical techniques as well as mixed quantitative and qualitative methods.
- The program under investigation addressed many of the typical barriers to participation in short-term education abroad.

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Study Limitations

- Operationalization of constructs
- Possible confounding variables
  - Parental travel experience, first-gen, socio-economic
  - Role of predispositions in the decision to apply
- Limited generalizability

Suggestions for Future Research

- Include pre-test
- Better operationalization of travel variables
- Further investigations comparing education abroad applicants to participants.
- Incorporate variables operationalizing cultural, social and economic capital to understand how barriers to participation are manifested.
- Compare outcomes of short-term education abroad based on the cultural distance between participants' home culture and that of their destinations.

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Suggestions for Practice

- Broaden terminology of "study abroad" to the more inclusive "education abroad"

- Incorporate travel experiences into a variety of programs, co-curricular as well as curricular.

- Develop phased levels of education abroad programming, specifically when looking to engage underserved groups.

Emma

I started thinking back on those [experiences in Kenya] and realized that I couldn't live my life the same way that I had been. Eve Ensler uses this metaphor of dust. . . . You're covered in it and you can't get rid of it. I read that and I was like, "Oh my God, that's Kenya for me." There's physically dust there. . . You can't stop thinking about it and you can't get rid of it. That's been my Kenya experience. **Now that I've been there, I can't not have been there.**

Education Abroad

- Short-term (8 weeks or less) study abroad increasing
  - 60% of students traveling abroad (Institute of International Education, 2014)
  - 40% of CSU students participated in non-credit bearing programs (Institutional Research, 2013)
  - 33% of CSU students traveled without credit on programs two weeks or less
- "the presence or absence of a **well-trained cultural mentor** who meets frequently with students may be the single most important intervention to **improve student intercultural learning**" (Vande Berg, Connor-Linton and Paige, 2009, p. 25)

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Transformative Learning

- "An important part of transformative learning is for individuals to **change their frames of reference by critically reflecting on their assumptions and beliefs** and consciously making and implementing plans that bring about new ways of defining their worlds."

(Mezirow, 1997)

Today

- Description of program
- **What** do students learn? (forms or outcomes)
- **How** do students learn? (processes)
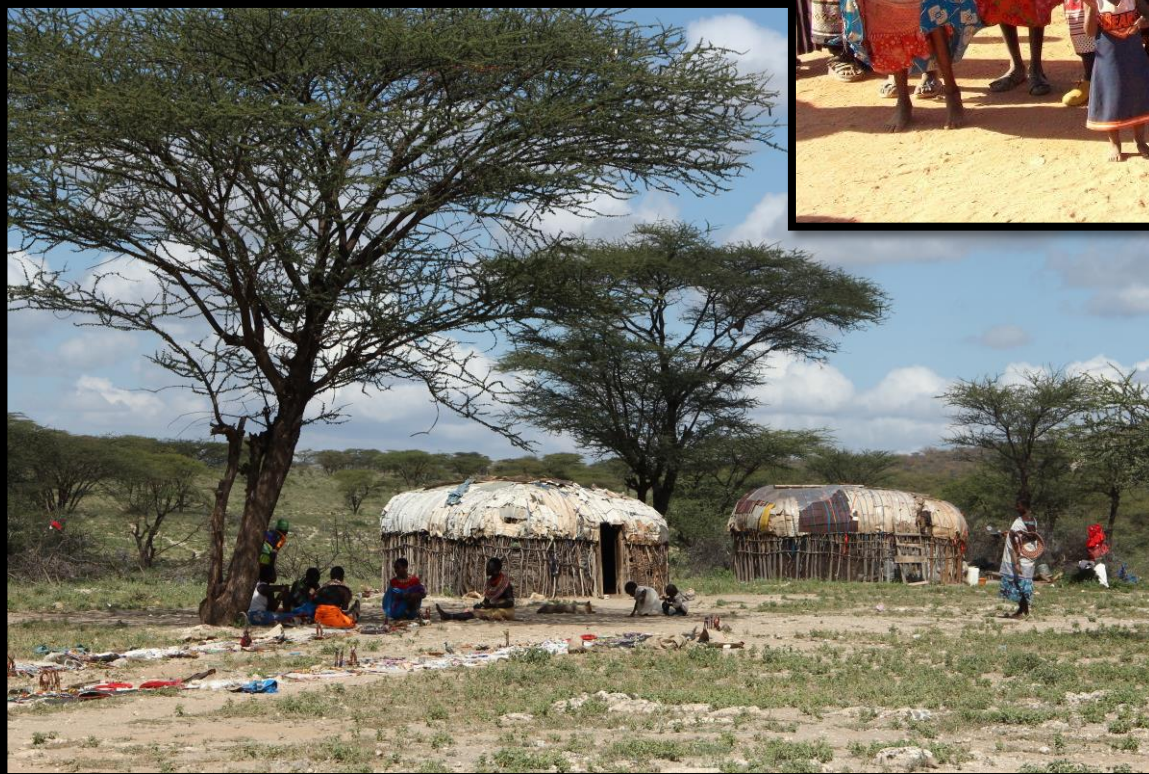- Host Community impacts?
- Recommendations

Program Description

- Alternative break program to Kenya

- Travel: December 28, 2012 - Jan 12, 2013

- Six week of preparation Oct 22 – Dec 3

- 12 participants from CSU (8 female; 4 male); 2 leaders; 8 host community members participated in research

- Kalama Conservancy campsite
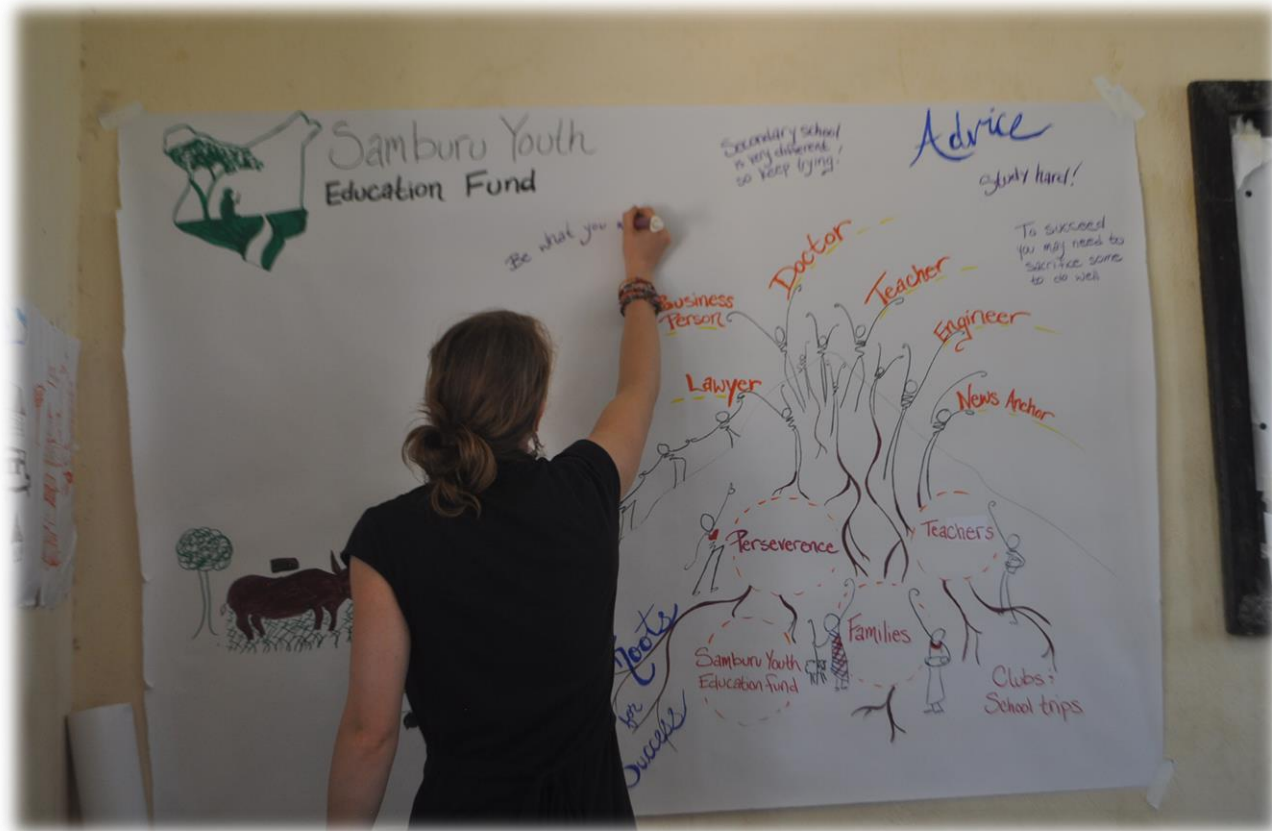
- Service projects

- No academic credit

Samburu

Samburu Youth Education Fund

What did Students Learn?

- Personal Growth
- Cognitive Questioning

Personal Growth

Theme	Quote
"Attitude of gratitude" & Commitment to Education	The trip helped me have a continued attitude of gratitude. Whatever they brought out of the kitchen or whatever we did that day, it was like, "Sweet, this is going to be great, whatever it is."
Rejected U.S. materialism, waste, and complaining	"Turn the water off! Be appreciative!" Sometimes I do get mad and I don't know if it causes tension or whatever, but I feel at some level it might.
Clarified academic or career choices	I feel like this trip has really solidified what I want to do—domestic violence work. That's a problem that I can try to help in other places, but help also needs to be done in the United States. I feel like I know that I want to do that because of this trip.
Made behavioral changes	I have a new mindset of what makes me happy. . . I'm on a new path. . . . It's just that whole feeling of calmness and just really knowing exactly what I want out of life. I wanted to bring back that awareness.

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Cognitive Development

- Making sense of cultural differences
    - Collectivism and individualism
    - Concepts of time

- Questioning processes of community development
    - Aid and charity
    - Education
    - How do you engage a community responsibly?

Process of Learning

Active Engagement
- Navigating a "Journey of Discovery"
- Experiencing Discomfort

Relationships
- Reflecting and Relating to Each Other
- Building Relationships with the Host Community
- Receiving Support and modeling group leaders

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Relationships with Host Community

I talked about my experiences with my mom and then he talked about his experiences with his mom and then—it was kind of interesting—because while they were similar, they were so different and it was only because of where we are in the world. . . He was giving me things to think about that I never thought about in my life. –Nathaniel

The service is a conduit. You have interactions and because of those interactions, understand more about each others lives. --Group Leader

Before we were told not to interfere with the tourists. Now [with CSU students] we are able to interact freely. They are good— good in interactions and in supporting us. --Community Member

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Host Community Impressions

- **Relationships and universal humanity:**
  - "Children will grow knowing that the world is one . . .if you bleed it is red. It will not come out green."
  - "The women here, they call you their daughters.   . . .We love you all . . .we love all of you like you are our children . . We love all of them the same and treat them all the same."

- **Modeled behavior:** CSU student model hard work for Samburu students (manual and intellectual)

- **Voice:** Projects relevant to the community

- **Economic benefits:** provide scholarships, purchase beads and services

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Summary

Transformative Learning Processes:

- Active engagement
- Relationships are central to learning!
  - May impact how and what students learn

Transformative Learning Forms/Outcomes:

- Self-perceived changes in attitudes, motivations, and behaviors especially in the issue areas of the program (education, women's empowerment, poverty)
- Curiosity and interest in cultural and social

Challenges upon returning home

Food for Thought

- If relationships are key to transformative learning, how do we facilitate authentic interactions?

- Is it possible that the way in which we develop partnerships may impact student learning?

- Do transformational partnerships promote transformative learning?

- **Transformational (generative) partnerships**: "develop common goals and projects over time in which resources are combined and the partnerships are expansive, ever-growing, **and relationship-oriented."** (Sutton, 2010).

Suggestions and Questions for SIOs

- Encourage dialogue, reflection, and active learning before, during, and after travel

- Are there innovative ways to engage students after travel?

- Create transformational partnerships that foster authentic relationship building
  - Authentic relationships encourage student learning (research and collaboration)
  - Model appropriate community development practices

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Modern Greece: Images & Realities

Begun in 1999

Co-sponsored by College Year in Athens & Indiana University

Summer program, 4 weeks, 4 credits

Held on Cycladic Island of Paros

Original Course Description:

"We will use our base in a coastal village on the Cycladic Island of Paros to explore contemporary Greek life from an anthropological perspective. In this process, we will think critically about various images of modern Greece, examine recent historical forces that have shaped the Greek nation, and investigate the complex social and cultural world of Greek life today. Reflection on our first-hand experiences, observations, and interactions with the people of Paros will be an integral part of the course."
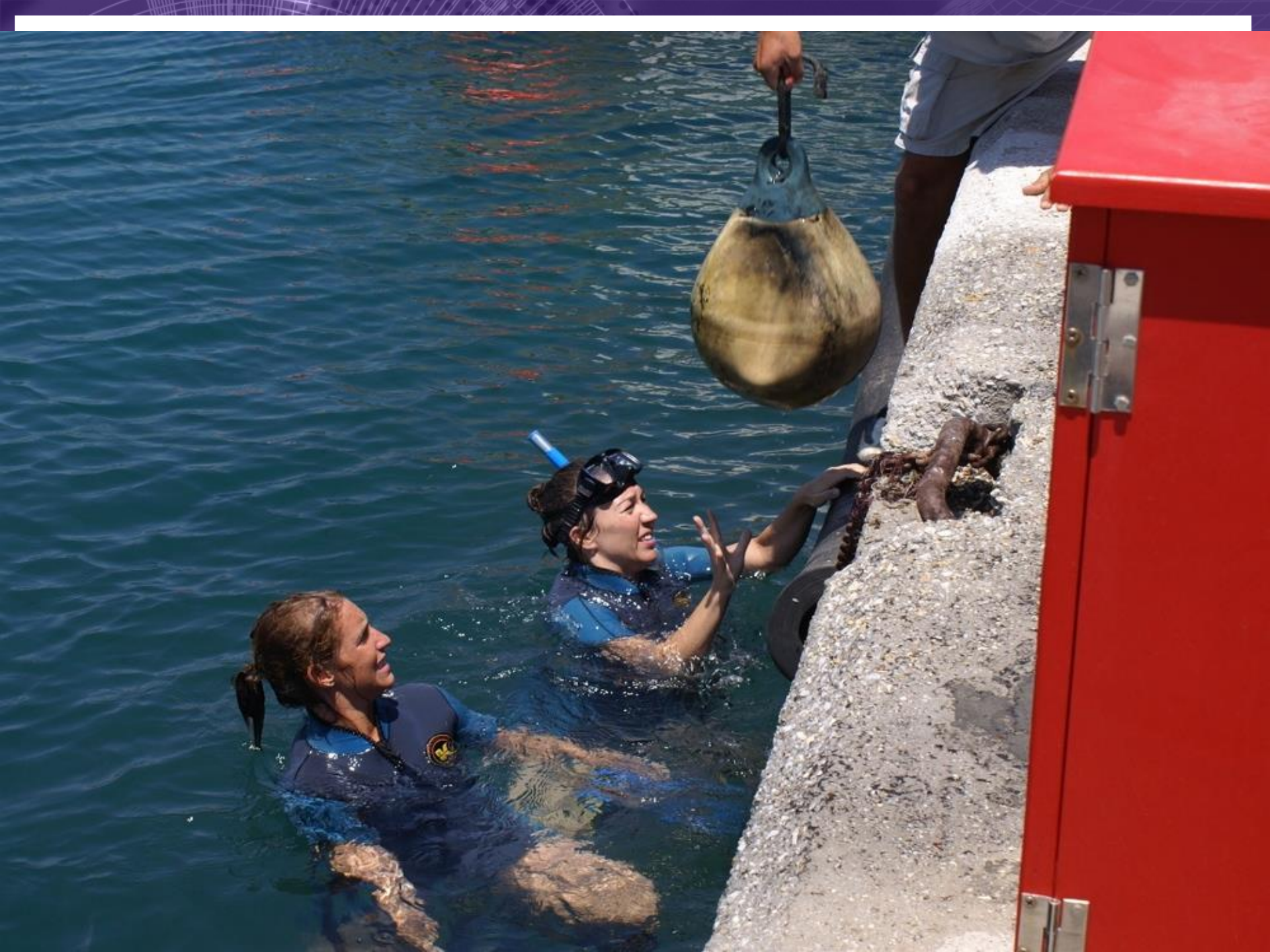
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Clearly some things could be improved.

First major change: Substituting service for research projects

- Discussed local goals/needs with local leaders
- Identified organizations willing to take on English-speaking students
- Matched opportunities with student interests

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Immediate positive impact on student learning:

- gave substance to abstract generalizations
- engendered deep self- and cultural reflection
- opened discussions on service, civic engagement, ethics, social responsibility
- intensified awareness of U.S- Greek relations
- changed students from tourists and observers to co-workers and participants

"the service learning helped me feel more involved and connected to the community"

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Of equal importance, the change set in motion further changes.

The course:
- Became an actor in the local community
- Needed to explain itself in new ways
- Needed to make sure it was locally useful
- Was no longer controlled just by me
- Led me to learn something new myself
- Had multiple voices of wisdom and authority
- Had new topics, readings, and changed with every offering

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By 2009, the community, students, and I had grasped more fully how we could work together.

We developed a large project where class was fully integrated into community goals

These paths, which had importance to the Island just a few decades ago, have become obsolete. With the help of dedicated Parians, we constructed signs and cleared trails overgrown with shrubbery. In a literal sense we made the trails more manageable and allowed hikers to better enjoy the beautiful vistas of Paros. But more metaphorically, we restored something unique to Paros.

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Not the same course any more…

3. **_connect with Paros and its residents in a direct, personal, and meaningful manner_**

- understand how small communities around the world interact with the global systems that frame our lives today

- realize that cross-cultural learning must be collaborative and reciprocal

- come to value the assets and resources of the island and its communities

- work together on projects of concern to the island

- develop an analytical view of tourism, and what it means to be a thoughtful traveler

- develop expanded concepts of community, service, and citizenship

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The amount of tourism and what it did to Santorini disgusted me. The shops are almost completely tourist oriented and I'm sure the average tourist stop isn't more than a day. It's as if the tourists are just there to get their pictures and souvenirs and that's it. But when I got to thinking about it, that's basically all I was doing there as well. I definitely see tourism in a whole new way after living on Paros.

Some implications for SIOs

Take short-term programs seriously
- Can be very effective
- Can reach more and different students
- Can draw in faculty as well as students

Understand what makes for effective short-term programs and provide the supports and discussions needed for these to be developed/identified

Some implications for SIOs

- Understand what short-term programs can do and assess them appropriately

- Build comprehensive on-campus platforms/linkages that frame the short-term programs, and to which they make a vital contribution

- Workshops, faculty learning groups that explore pedagogies of experiential learning, deep reflection, collaboration, local embeddedness

- Develop on-going programs in particular locations that can mature, become part of on-campus learning, and draw in new faculty over time

- Make sure that discussions of travel, tourism, local impact, international relations, and similar issues are part of student (and faculty) self-reflections

- Develop programs that enable faculty with little background in a particular country to acquire that background by working with colleagues in that country

- View such programs as an opportunity for students, faculty, the course, and the communities they visit to grow together over time

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Thank you
Discussion