



AIEA 2014 Annual Conference
February 16-19, 2014
Washington, DC

UNIVERSALIZING GLOBAL LEARNING IN THE 21ST-CENTURY ACADEMY

Is it Educative?

Assessing Learning in Study Abroad

Wednesday, February 19, 11:00 am- 12:15 pm

Elizabeth Brewer, Director, International Education, Beloit College
Jenifer Cushman, Dean, Center for International Education, Juniata College

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Agenda

- Why Assess?
- Institutional Learning Goals: What do we want students to know?
- Using Assessment to Improve Learning Outcomes

What We Get When We Don't Assess



Experience
that
doesn't last

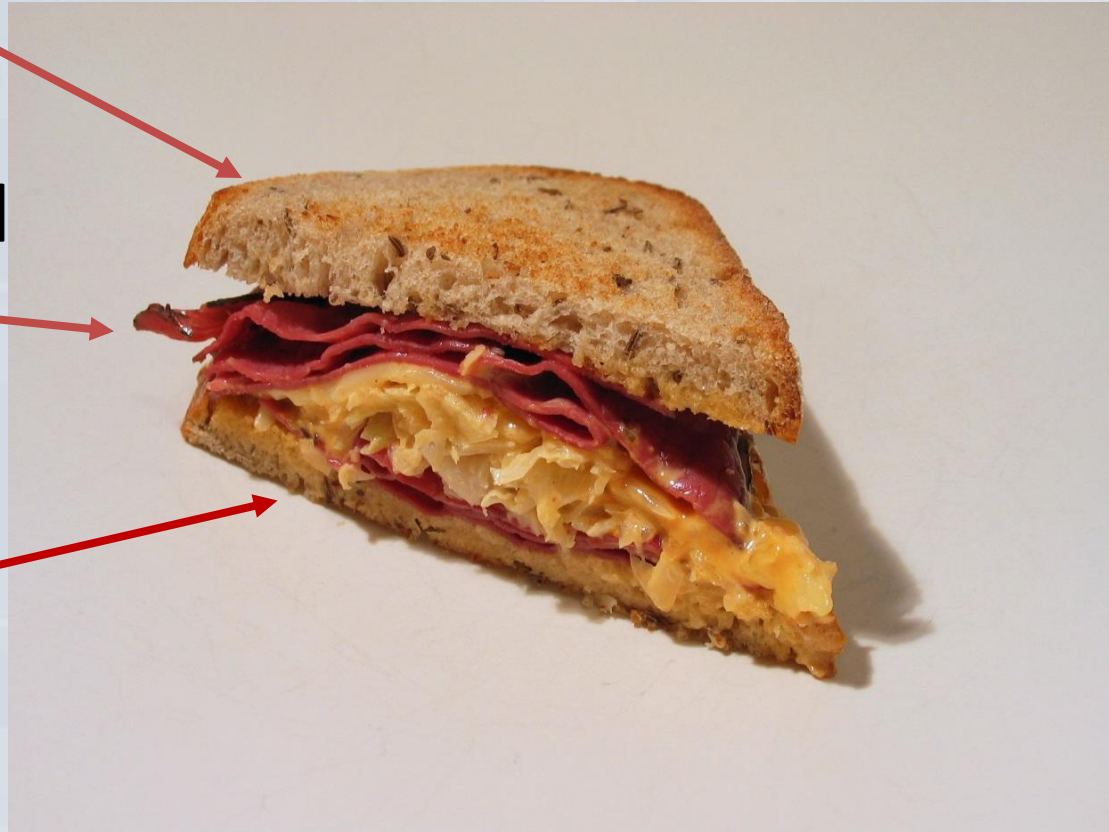
And doesn't enrich the
pre and post layers

A better sandwich when we do assess

Goals and intention

Richer study abroad
experience

Reflection/
Assessment



What Research Tells Us about Learning Outcomes



Analysis of 200 articles assessing study abroad learning outcomes

What students tell us

- become more independent
- leave comfort zone
- discover who they are and what they can do
- improve language skills
- learn about another country/people
- have FUN

goals identified by students on intake sheets for advising appointments

Assessment can help students **turn fun**

into something
that will help
them **grow** and
prepare for
their **futures**



Why assess? Rationales

1. External accountability – to the public, state, funding sources

2. Institutional/programmatic performance
 - To understand if educational outcomes are being met

 - To modify programs/practices to achieve better outcomes

and most importantly

To help students

- understand what they learned, where and how
- answer the “so what” and “what next” questions
- And give us data to make changes to improve learning outcomes

and

1. Use data to drive meaningful change [*and help students understand what, how, and where they learned*]

Adapted from Twombly et al, *Study Abroad in a New Global Century*

Study Abroad and Institutional Learning Goals

Juniata College, Huntingdon, PA

- Mission and Vision (promise)
 - Global Learning Goals
 - Mapping
- Rubric(s)
- Study Abroad Survey



Task 1: Study Abroad and Institutional Learning Goals

Participant Institutions

- Institutional Mission and Vision
 - Global Learning Goals
 - Mapping
- Rubric(s) – generation and resources
- Study Abroad Survey – generation and resources



Tips for assessing off-campus learning

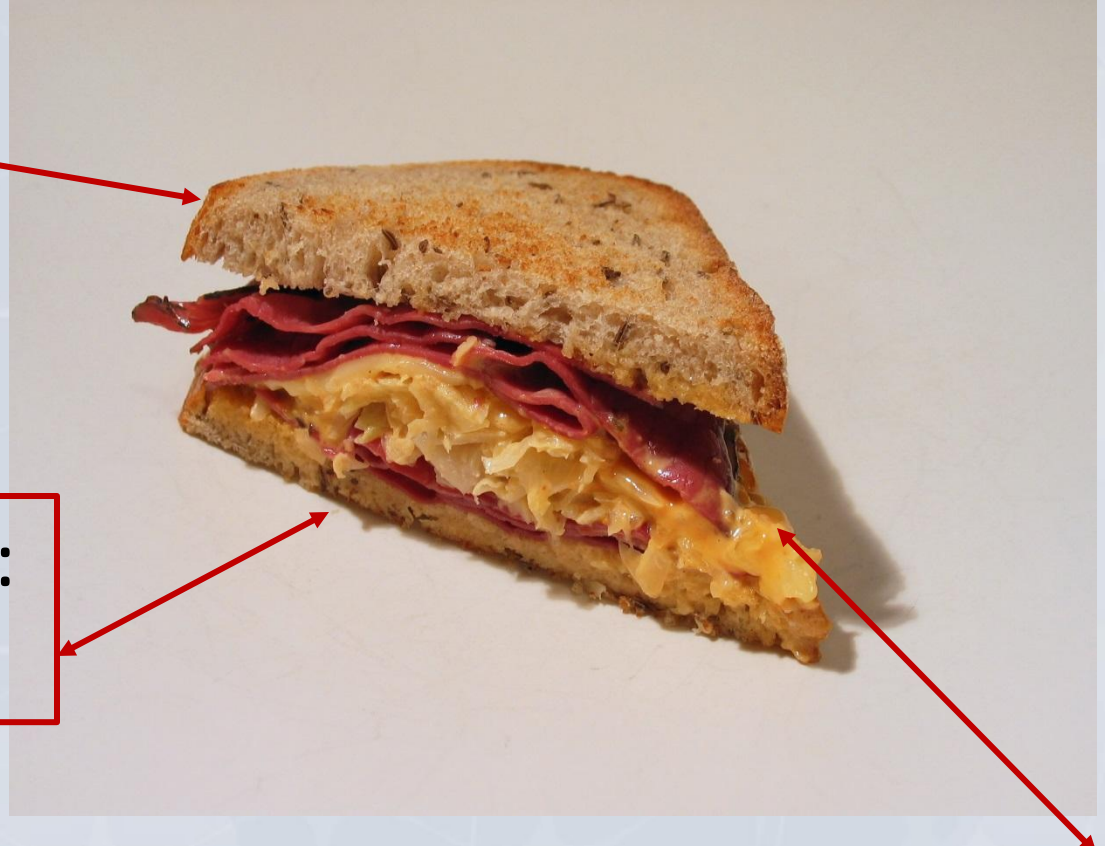
- Make the assessment meaningful for the students
- Embed the assessment in existing practices
- Be selective – don't assess all of your goals/outcomes at once
- Adapt – don't adopt – assessment models

Beloit College Study Abroad Project

- Use application essays to
 - Encourage student ownership of learning (What? How? Why?)
- Use post-study abroad reflective essays to
 - Facilitate reflection and integration (So what? What next?)
- With aim of helping Beloit College
 - improve off-campus learning – by understanding what students are learning, where, and how

Use Existing Practices/Structure to Improve Learning

SA application:
intention,
imagination



Post Study Abroad:
Reflective essays

No to satisfaction surveys, Yes to learning

Beloit College Study Abroad

Goals

- new perspectives on studies,
- intercultural competencies and communication skills,
- challenge own assumptions and values,
- learn to articulate their cultural experience, and
- learn about and from the study abroad environments

Outcomes

Greater capacity

- for life-long learning
- contribution to a diverse society (intercultural competence)

mission-driven

From Goals to Outcomes

- Broad learning goals
- Attainable and measurable learning outcomes

At outcome is what the goal, when achieved, looks (feels, sounds, reads) like. It is the goal realized.



Setting the Goal



Attaining and Measuring the Outcome

2nd Task

Analyze reflective essays to understand how study abroad is helping develop students'

- capacity for life-long learning
- intercultural competency

Findings

	Transfer	Reflection	Ownership	Cultural Self-Knowledge	Other's Cultural Frameworks
Across program types	1	1.310	1.3148	.949	.6759
Exchange	1.18	1.57	1.24	.87	.83
Direct/Visiting Student	1	1.37	1.287	1.309	.76
Provider	.93	1.175	1.38	.858	.6

0-3 pt. scale

Lessons

- It is hard and takes time
but
- It yields rich information that benefits the students - *and*
- Helps you improve practice
- Advising
- orientation
- Faculty development
- Curriculum Development

THANK YOU