

***Internationalizing Higher Education:
The Neglected Link between Area
Studies and Study Abroad***

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Session Overview

- ❖ **Review the results of 11 Title VI projects with which the presenters have been actively involved.**
- ❖ **Through a qualitative meta-synthesis of these projects, address the following questions:**
 - **What are the conceptual contributions, the themes that have emerged from these projects?**
 - **What kinds of products and outcomes have been generated by these projects?**
 - **To what degree and in what ways have these projects been sustainable?**
 - **What do these projects tell us about the intersection of area studies and study abroad?**



University of Oregon: Curriculum Development and NRC Grants

CD Grants

- ❖ **Diversity and Development (1981-1983)**
- ❖ **Pacific Basin Studies (1983-1985)**
- ❖ **Southeast Asian Studies (1985-1987)**

NRC Grants

- ❖ **National Resource Center on Southeast Asia (jointly with University of Washington) (1988-1996)**

Diversity and Development Grant (1981-1983)

- ❖ **Development of new courses in International Studies with a diversity theme, e.g., courses: Sustainable Development, The Overseas Executive....**
- ❖ **Diversity broadly defined (e.g., use of “nine nations of North America construct”)**
- ❖ **Important link between cultural diversity and biodiversity**

Diversity and Development *(1983-1985)*

- ❖ **Diversity applied to study abroad in terms of both destination and demography (joining ISEP, for example)**
- ❖ **Curriculum of the International Studies Program (ISP) diversified and individualized**

Pacific Basin Studies Grant (1983-1985)

- ❖ **Development of innovative courses,
e.g.:**
 - **The Pacific Challenge**
 - **Pacific Visions (literature inspired by the Pacific)**
 - **Japan in Asia**
 - **The Japan Phenomenon**



Pacific Basin Studies Grant (1983-1985)

- ❖ **Development of Pacific Basin Information System**
- ❖ **Contributed to the development of an area studies track in ISP**

Southeast Asian Studies Grant (1985-1987)

- ❖ **Development of new courses:**
 - Southeast Asian Political Novels and Films**
 - History of Southeast Asia**
 - Geography of Southeast Asia**
 - Teaching of Thai**
- ❖ **Revitalization of existing courses such as anthropology of Southeast Asia**

Southeast Asian Studies Grant (1985-1987)

- ❖ **Strengthened and diversified area studies track in ISP**
- ❖ **Developing links with Southeast Asian countries, particularly Thailand and later Vietnam**

Southeast Asia Studies National Resource Center (1988-1996)

- ❖ **Full development of Southeast Asian Studies curriculum building on earlier Title VI A grant**
 - **teaching of numerous Southeast Asian languages**
 - **course on the Indonesian Gamelan**
 - **Comparative Thai/Lao Politics course taught in Thai**

Southeast Asia Studies National Resource Center (1988-1996)

- ❖ **Study of languages of the region fueled interest in study abroad in Southeast Asia:**
 - **Vietnam field school**
 - **Chula and CIEE programs (Vietnam)**
 - **Development of new CIEE program in northeast Thailand**

Southeast Asia Studies National Resource Center (1988-1996)

❖ Faculty Development

**New hires: Robert Proudfoot, Kathie
Carpenter, Ken George, Carolyn
Cartier....**

Fulbright opportunities in the region

❖ Library Development

❖ Outreach: Asia in the Schools Project

University of Minnesota: LRC and IRSP Grants

LRC grants

- ❖ **Setting a Research Agenda (1993-1996) *Theory***
- ❖ **Conducting Research on Culture Learning in the Language Classroom (1996-1999) *Research***
- ❖ **Maximizing Study Abroad: Strategies for Language and Culture Learning and Use (1999-2003) *Theory to Application***

IRSP grants

- ❖ **Maximizing Study Abroad: Research on the Effect of Study Abroad Materials on Student Learning (2002-2006) *Research***
- ❖ **Beyond Immediate Impact: Study Abroad and Global Engagement (2006-2009) *Research***

*Georgetown University:
IRSP Grant (2004-2007)*

**The Intervening in Student Learning
Abroad sought to determine how
different types of study abroad
programs and personal characteristics
of learners might influence language
and culture learning.**



Setting a Research Agenda (1993-1996)

In 1993, the Center for Advanced Language Acquisition (CARLA) began work on a set of new Culture and Language Learning initiatives supported by Title VI LRC funding. The work by the new Intercultural Studies Project team included:

- * An extensive review of the literature pertaining to culture learning in foreign and second language education.**
- * Three papers were produced on (1) the theoretical possibilities of integrating culture and language learning, (2) ways in which teachers could apply these new concepts in the classroom, and (3) a summary of the project's extensive literature review. The conference papers were first published as part of the CARLA working paper series and were republished by Information Age Publishing (Lange & Paige, 2003).**

Setting a Research Agenda (1993-1996)

***Two conferences were sponsored by CARLA: (1) the 1994 forum for practitioners, researchers, and theorists to share ideas about language and culture learning, and (2) the 1996 conference, "Culture as the Core: Transforming the Language Curriculum." At the second, experts in the fields of second language learning and intercultural communication made presentations which were followed by a one day session during which practitioners were invited to participate in the dialogue.**

Conducting Research on Culture Learning in the Language Classroom (1996-1999)

The specific research questions explored in this CARLA study included:

1. What are the perceptions of culture held by high school teachers and university instructors of foreign language?
2. What is the relationship between their beliefs about culture and their instructional behavior?
3. What are the levels of intercultural sensitivity demonstrated by the students in the classes of participating teachers?

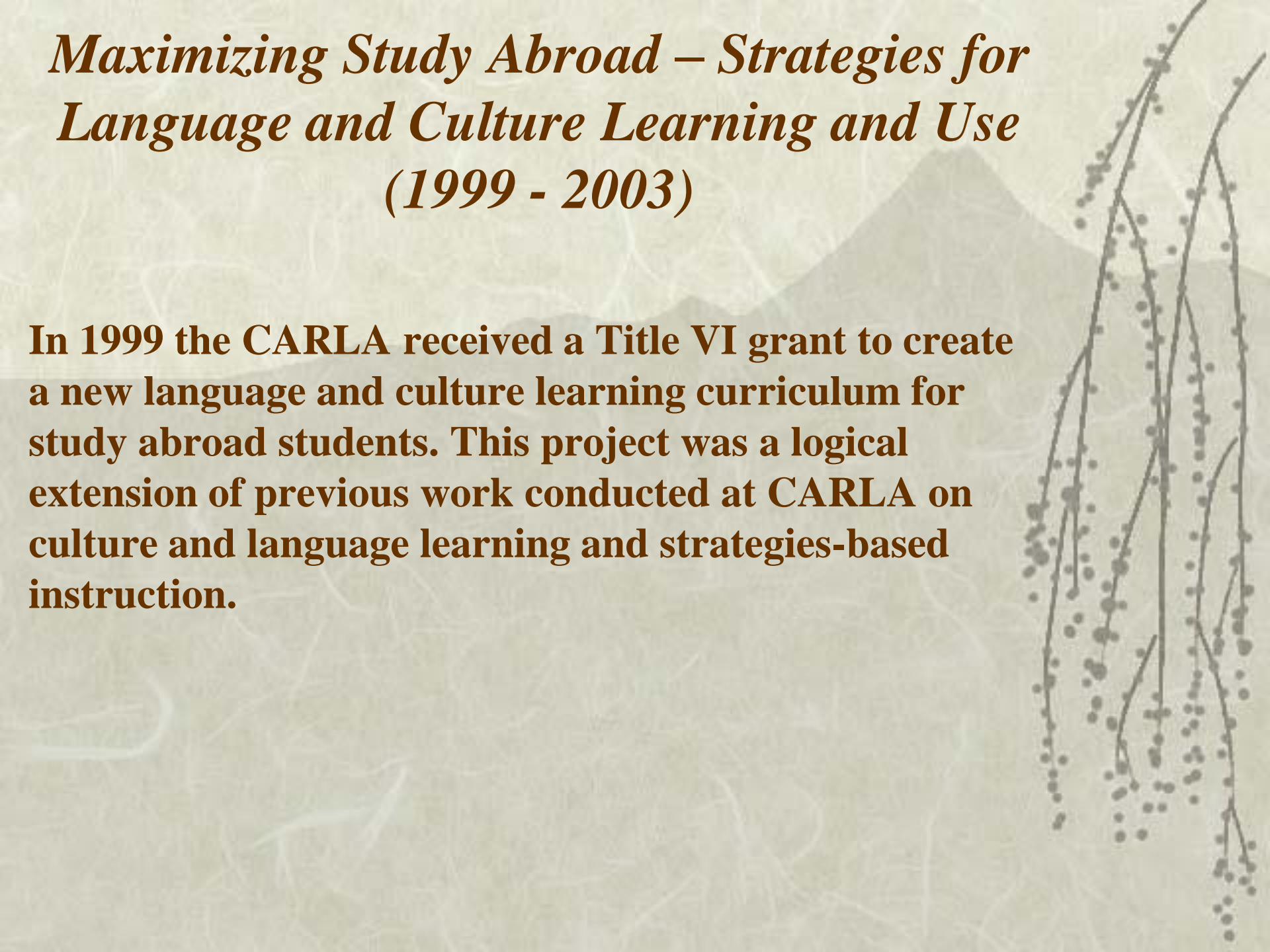
In the first phase, the researchers explored teachers' understandings of culture and culture learning as well as beliefs about pedagogy. Thirteen high school teachers and four university instructors who were teaching languages at various levels were interviewed.

Conducting Research on Culture Learning in the Language Classroom (1996-1999)

The second direction of the research was intercultural development. The Intercultural Development Inventory (Hammer & Bennett, 1998) was administered to 353 high school students and university students. The researchers concluded from the analysis of the quantitative data that the IDI is a reasonably reliable and valid instrument for assessing intercultural development.

The study was published in:

Paige, R.M., Jacobs-Cassuto, M., Yershova, Y. A. & DeJaeghere, J. (2003). Assessing intercultural sensitivity: A psychometric analysis of the Hammer and Bennett Intercultural Development Inventory. *International Journal of Intercultural Relations*, 27, 467-486.



*Maximizing Study Abroad – Strategies for
Language and Culture Learning and Use
(1999 - 2003)*

In 1999 the CARLA received a Title VI grant to create a new language and culture learning curriculum for study abroad students. This project was a logical extension of previous work conducted at CARLA on culture and language learning and strategies-based instruction.

Maximizing Study Abroad – Strategies for Language and Culture Learning and Use

(1999 - 2003)

The project team created and field-tested following three *Maximizing Study Abroad* guides:

- ❖ *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use*
- ❖ *Maximizing Study Abroad: A Program Professionals' Guide to Strategies for Language and Culture Learning and Use*
- ❖ *Maximizing Study Abroad: A Language Instructors' Guide to Strategies for Language and Culture Learning and Us*

Maximizing Study Abroad: Research on the Effects of Study Abroad Materials on Student Learning (2002-2006)

This CARLA research project tested the effects of the *Maximizing Study Abroad: A Students' Guide to Language and Culture Strategies and Use* on language and culture learning. An innovative online course was developed for students while they were in-country that required them to reflect on their experiences regarding language and culture as well as apply the strategies they were learning about to their ongoing learning. The study utilized a rigorous randomized experimental design with a treatment/experimental (E) group ($N = 42$) and a control (C) group ($n = 44$). A set of research instruments was administered to the students before and at the conclusion of their overseas sojourn.

Maximizing Study Abroad: Research on the Effects of Study Abroad Materials on Student Learning (2002-2006)

The findings were:

- (1) *Study abroad of and by itself supports language acquisition and intercultural development. There is statistically significant and positive change between before and after the study abroad program.***
- (2) *E group students outperform C group students on language acquisition. There is a statistically significant difference in the change scores for the E and C groups.***
- (3) *E group students outperform C group students in terms of articulating their intercultural competence (Hoff, 2006) and describe the value of the course in their journals. However, there is no statistically significant difference in their change scores on the IDI***

Georgetown Consortium Project – Intervening in Student Learning Abroad: (2004-2007)

This landmark Title VI sponsored study at Georgetown University is one of the largest ever to be conducted about the impact of study abroad on second language learning and intercultural development. The research sample included 830 students (language data) and 1,163 students (intercultural data) from 61 universities as well as 134 non-study abroad controls from Georgetown University, the University of Minnesota-Twin Cities, and Dickinson College. Pre and post test data for the outcome measures were gathered using the Intercultural Development Inventory and a simulated oral proficiency interview. The study examined the impact of 14 predictor variables (program and individual factors) on the two outcomes.

Georgetown Consortium Project – Intervening in Student Learning Abroad: (2004-2007)

The major findings are:

- (1) *Study abroad students' intercultural competence increases. ICC for control group students does not. The difference is statistically significant. With respect to language and culture learning, study abroad matters.***
- (2) *A combination of program variables and personal characteristics is associated with language development and intercultural development. Program variables include: on site cultural mentoring and language study, program duration, culturally dissimilar destinations, interacting with host culture persons, and studying with other U.S. as well as international students. Prior language study and gender are predictors of ICD.***

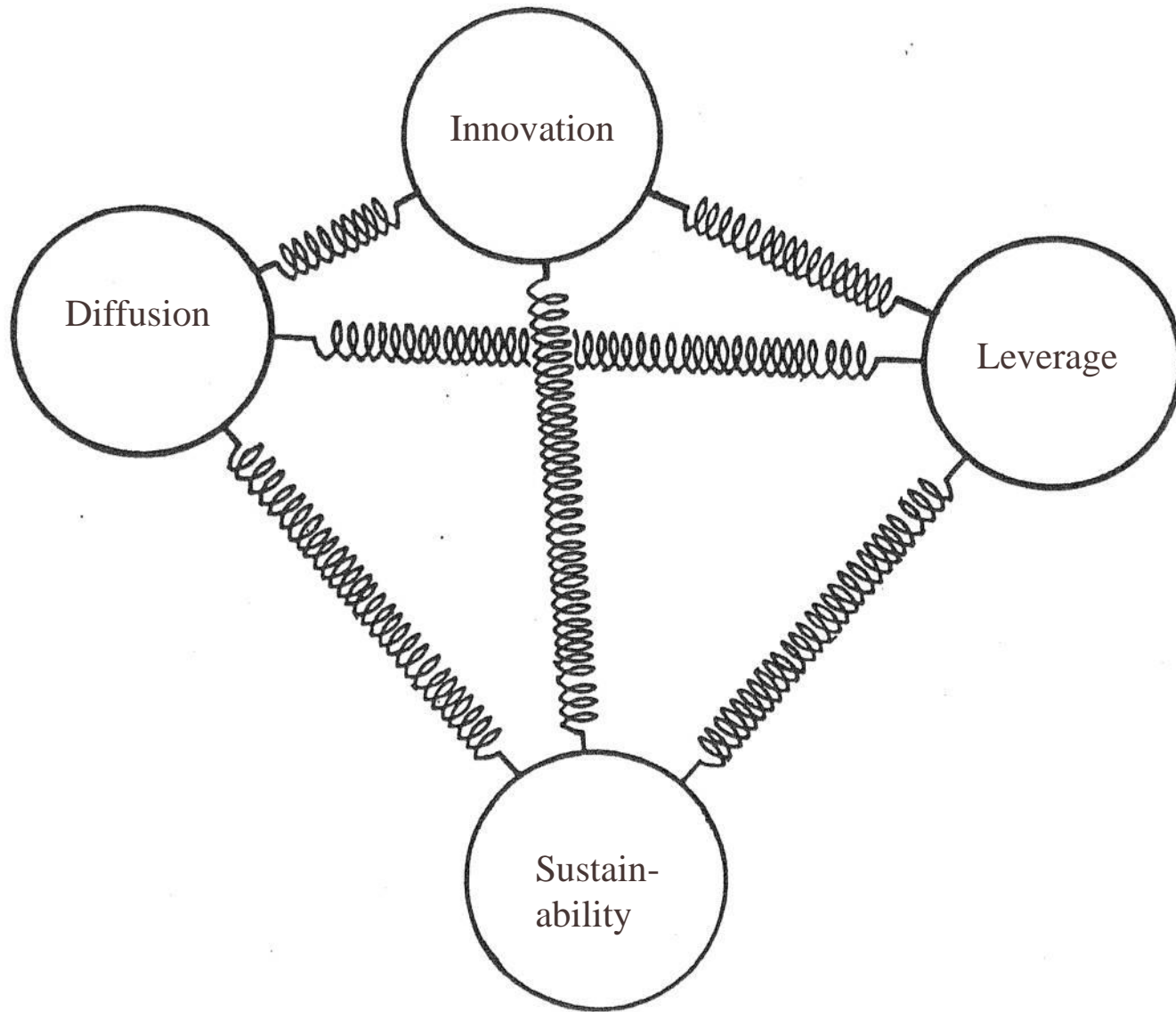
Beyond Immediate Impact: Study Abroad for Global Engagement (2006-2009)

This landmark study is the first ever to examine the long term impact of study abroad on global engagement. SAGE examines the impact of study abroad on five specific dimensions of global engagement (civic engagement, knowledge production, philanthropy, social entrepreneurship, and voluntary simplicity) as well as on subsequent educational and career choices. Using the new Global Engagement Survey designed for this project, data were gathered from 6,391 respondents who had studied abroad between 1960 and 2005. 61 interviews also were conducted to provide more detailed life stories about the role of study abroad on global engagement, education, and career paths. The project employed a retrospective tracer study and mixed methods research design that included quantitative and qualitative data.

Beyond Immediate Impact: Study Abroad for Global Engagement (2006-2009)

The major findings are:

- (1) 83% of students in the sample consider study abroad to be the most impactful experience during their undergraduate years.*
- (2) Students become globally engaged to a high degree and in many ways during their lives.*
- (3) Many students attribute their global engagement to their having studied abroad.*
- (4) Many students attribute their later education and career choices to their having studied abroad.*
- (5) A valid and reliable global engagement instrument, the Global Engagement Scale, has been developed by the SAGE project.*



Theme: Innovation

Example: Maximizing Study Abroad

*** *Maximizing Study Abroad* has been a pioneering effort to support the language and culture learning of study abroad participants. The texts are very flexible and are being widely used nowadays in pre-departure programs, on site orientations and ongoing facilitation of learning in country, on line courses, language courses, and reentry programs. The *Students' Guide* lends itself to both self-directed and facilitated learning.**

*** Highlights are: the focus on learning strategies, the integration of language and culture, the staged learning (pre, during, post), the extensive use of student quotes, the many learning activities, the deep theoretical and research foundations of the content combined with the user friendly nature of the text.**

Theme: Innovation

- ❖ **Development of new curricula and courses not commonly offered**
- ❖ **Development of culture-language oriented International Studies Program**
- ❖ **Development of alternative study abroad options such as the Vietnam Field School, the International Cooperative Learning Program, and the CIEE program in northeast Thailand**
- ❖ **Establishment of interdisciplinary Center for Asian and Pacific Studies**

Theme: Diffusion

Example: SAGE (Study Abroad and Global Engagement)

- * **The SAGE research project itself has involved 22 partner institutions, the Forum on Education Abroad as our partner professional organization, and 6,391 respondents.**
- * **SAGE has a project website with information including the project description, project research team, PDFs of key project presentations, and links to news stories about SAGE such as the *Chronicle of Higher Education* piece.**
- * **SAGE team members have made six presentations to several hundred participants at national and international conferences, with five more to come by August, 2009.**
- * **The first SAGE journal publication is in press (*Intercultural Education*). More are planned.**
- * **SAGE institution-specific data have been made available to the 22 participating institutions.**
- * **The SAGE project final report will be put on the website.**

Theme: Sustainability

- ❖ **Vibrant and healthy International Studies Program at Oregon**
- ❖ **Institutionalization of the Center for Asian and Pacific Studies**
- ❖ **Failure to sustain Southeast Asian Studies Program; collapse of the Northwest Regional Consortium for Southeast Asian Studies**

Theme: Sustainability

Example: CARLA Language and Culture Projects

The Center for Advanced Research on Language Acquisition at the University of Minnesota has a remarkable track record regarding long term sustainability and impact:

*** The early culture and language materials (1993-1999) were eventually turned into the *Culture as the Core* (2003) textbook that is still in publication.**

*** The *Maximizing Study Abroad* texts were subsequently revised and are now in their second edition.**

*** Numerous “MAXSA” workshops have been given on these materials at CARLA, the Summer Institute for Intercultural Communication, and the European Association for International Education to name several.**

Theme: Leverage

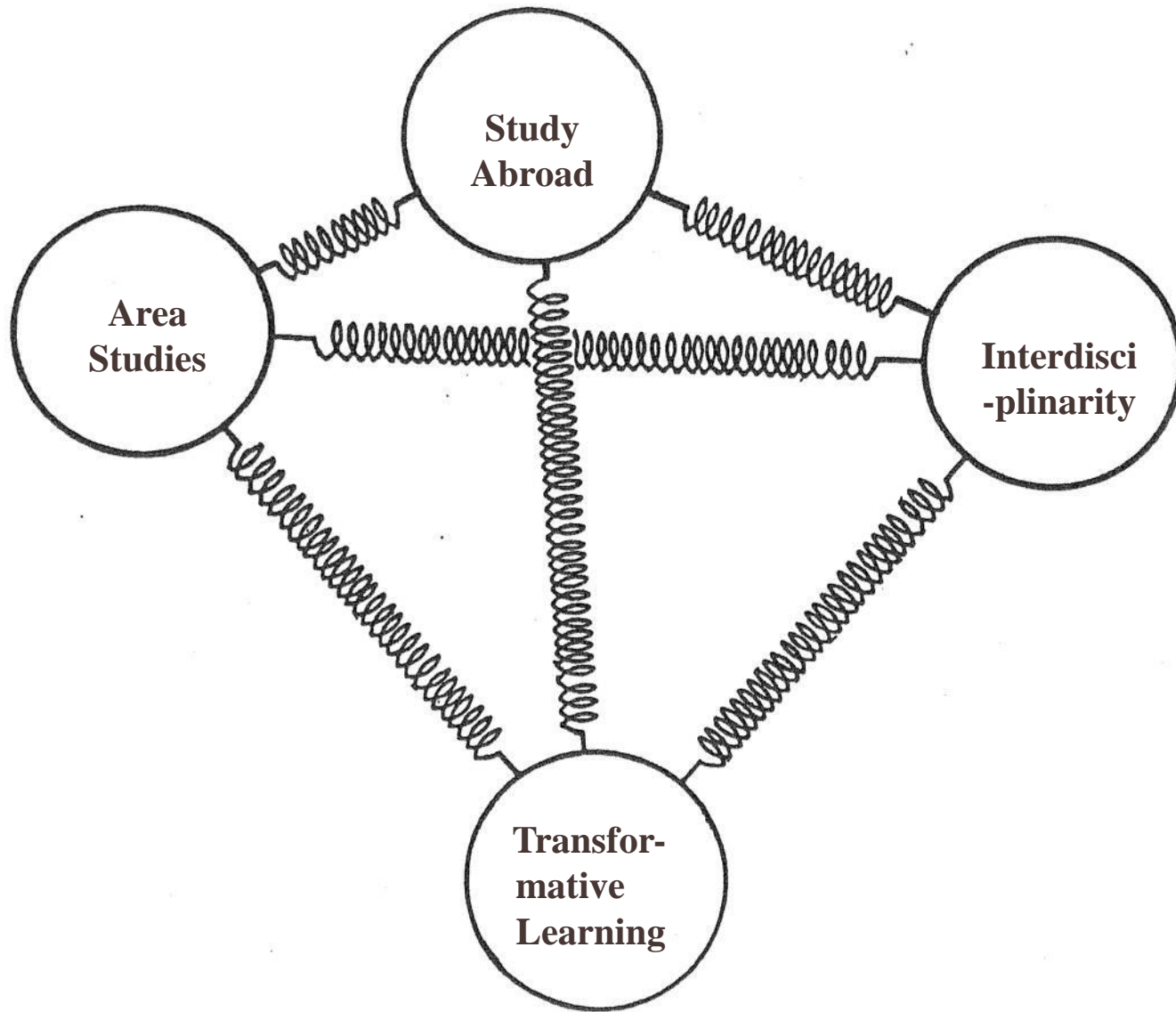
❖ **Federal grants helped leverage funding from:**

Luce Foundation (primarily for library development)

Ford Foundation (primarily for faculty development, conferences, and support of student field research in Southeast Asia)

Theme: Leverage

- ❖ **Sasakawa Peace Foundation and Freeman Foundation support of international cooperative learning, innovative approach to study abroad.**
- ❖ **Nike support of outreach**
- ❖ **University/state funding, seed money for CAPS**



Theme: Study Abroad

Example: Georgetown Consortium Study

*** The Georgetown Consortium Study is the most important study to date regarding the relationship between study abroad program factors, personal characteristics, and learning outcomes (language acquisition and intercultural development). The size of the data base, the conceptual model (14 explanatory variables), the matched sample control group, and the three administrations of the language and culture instruments are all key features of the study.**

*** To date, there are four publications that address the policy implications of the findings (Vande Berg, Connor-Linton, & Paige, in press; Vande Berg & Paige, in press; Paige & Goode, in press; Vande Berg et al, 2004.**

Theme: Study Abroad

Example: SAGE

*** Beyond Immediate Impact: Study Abroad and Global Engagement (SAGE) is a powerful example of the long term impact of study abroad. SAGE can inform policy regarding international education policy in the U.S., such as the Simon Study Abroad Foundation Act.**

Theme: Interdisciplinarity

- ❖ **International Studies Program at Oregon**
- ❖ **Center for Asian and Pacific Studies at Oregon**
- ❖ **International Cooperative Learning Program at Oregon**
- ❖ **Highly interdisciplinary courses such as the Pacific Challenge and Southeast Asian Political Novels and Films**

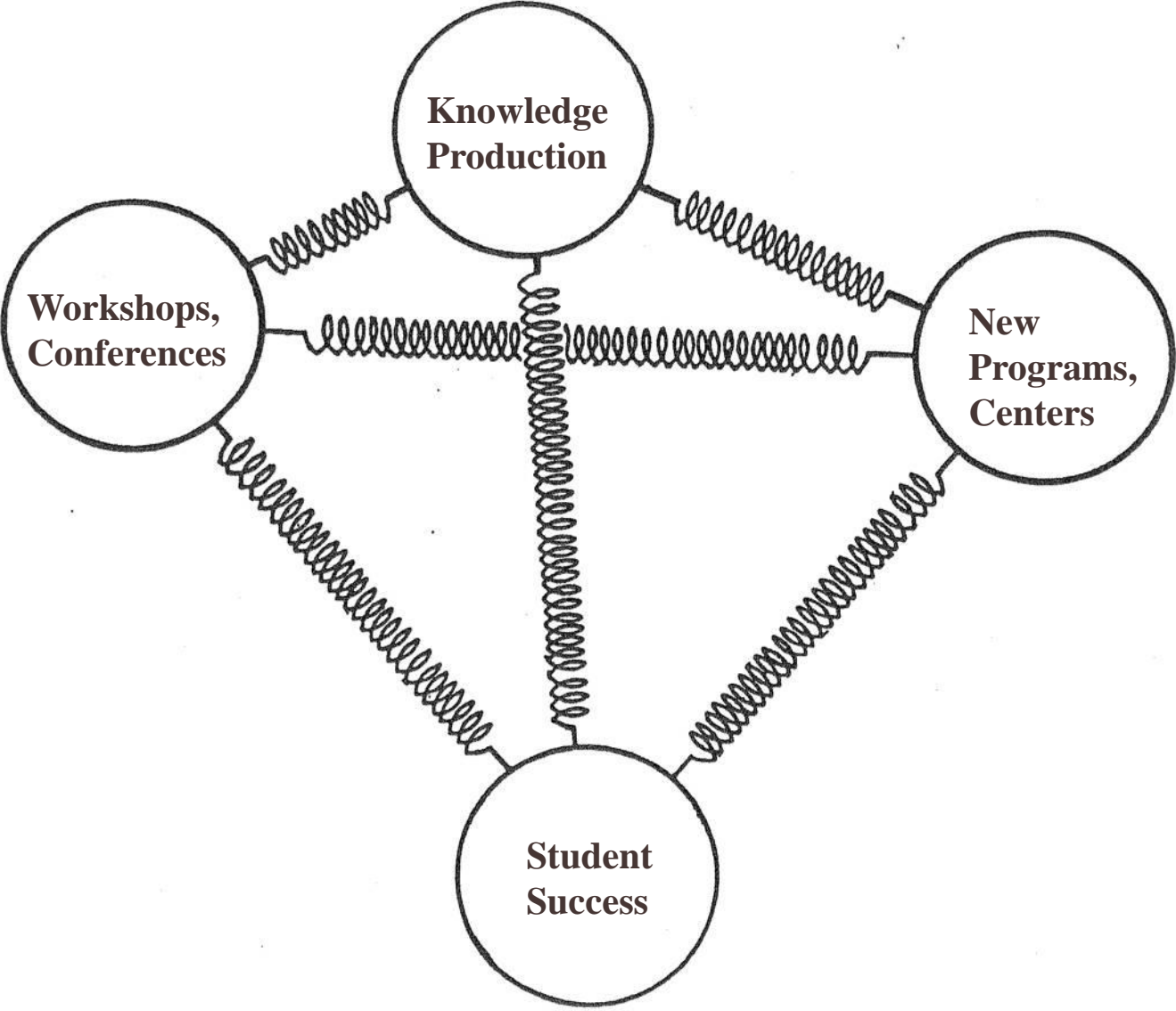
Theme: Area Studies

- ❖ **Area studies track within the International Studies Program**
- ❖ **Development of Southeast Asian Studies Program**
- ❖ **Establishment of the Center for Asian and Pacific Studies**

Theme: Transformative Learning

- ❖ **SAGE, Georgetown, and Maximizing Study Abroad all provide important evidence regarding the transformative nature of study abroad with respect to: global engagement, intercultural development, and second language acquisition.**





Outcome: Knowledge Production

- ❖ **Fry, G. & Mauricio, R. (1986).** *Pacific Basin and Oceania.* Oxford: Clio Press.
- ❖ **Fry, G. & Thurber, C. (1989).** *The international education of development consultants: Communicating with peasants and princes.* Oxford: Pergamon Press.
- ❖ **Tomita, T., Fry, G. & Seksin S. (2000).** *International cooperative learning: An innovative approach to intercultural service.* Toyota, Japan: Tokai Institute of Social Development for Asia & the Pacific

Outcome: Knowledge Production

- ❖ **Westling, L. (1999).** *The world of literature.* Upper Saddle River, N.J.: Prentice Hall.
- ❖ *Encyclopedia of modern Asia.* New York: Charles Scribner's Sons, 6 volumes, G. Fry, Southeast Asia editor.
- ❖ **Fry, G. (2008).** *The Association of Southeast Asian Nations.* New York: Chelsea House (imprint of Facts on File) intended for K-12 schools and public libraries

Outcome: Knowledge Production

Example: Maximizing Study Abroad (1999-2003)

* Mikk, B. K., Cohen, A. D., & Paige, R. M. with Chi, J. C., Lassegard, J. P., Meagher, M., & Weaver, S. (2009). *Maximizing study abroad: An instructional guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

* Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2006). *Maximizing study abroad: A student's guide to strategies for language and culture learning and use. 2nd edition*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota

Example: Conducting Research on Culture Learning in the Language Classroom (1996-1999)

* Lange, D. L. & Paige, R. M. (Eds.) (2003). *Culture as the core: Perspectives in second language education*. Greenwich, CT: Information Age Publishing.

Outcome: Knowledge Production

Example: Georgetown Consortium Study (2004-2007)

* Vande Berg, M., Connor-Linton, J., & Paige, R. M. (in press). The Georgetown Consortium Project: Intervening in student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*.

* Vande Berg, M., & Paige, R. M. (in press). The evolution of intercultural competence in U.S. study abroad. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publishing.

* Paige, R. M., & Goode, M. L. (in press). Cultural mentoring: International education professionals and the development of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publishing.

Example: SAGE (2006-2009)

* Paige, R. M., Fry, G. W., Stallman, E., Jon, J., & Josić, J. (in press). Study abroad for global engagement: The long-term impact of mobility experiences. *Intercultural Education*.

Outcome: Workshops

Example: CARLA Workshops and Institutes

- | | |
|----------------------------------|--------------------------------|
| * Culture as the Core | July 28 -August 1, 2008 |
| * Culture as the Core | July 30-August 3, 2007 |
| * Maximizing Study Abroad | July 30-August 3, 2007 |
| * Culture as the Core | July 25 –29, 2006 |
| * Maximizing Study Abroad | July 25 –29, 2006 |
| * Culture as the Core | July 11-15, 2005 |
| * Maximizing Study Abroad | July 25 –29, 2005 |
| * Culture as the Core | August 2-6, 2004 |
| * Maximizing Study Abroad | August 9-13, 2004 |
| * Culture as the Core | August 11-15, 2003 |
| * Maximizing Study Abroad | July 28-August 1, 2003 |
| * Culture as the Core | August 12-16, 2002 |
| * Culture as the Core | July 13-17, 1998 |

Outcome: New Programs and Centers

- ❖ **Revitalized International Studies Program**
- ❖ **New Southeast Asian Studies Program**
- ❖ **Development of a Pacific Islands Studies Program**
- ❖ **Establishment of the Center for Asian and Pacific Studies**
- ❖ **Development of the Vietnam Field School**
- ❖ **International Cooperative Learning Program**

Outcome: Student Success

- ❖ **Sabrina Gyoravary, many years involved with the Women's Studies Center, Chiang Mai University, now Mekong Program Coordinator, EarthRights International**
- ❖ **Rick Reese, Director, Village Focus International, Laos**
- ❖ **Christina Kreps, Director, Denver University's Museum of Anthropology and Director of Museum Studies**
- ❖ **Sunun Setboonsarng, Director, Asia-Pacific Relations, Oregon Department of Economic Development**
- ❖ **Jane Barnwell, Pacific Collection Development, University of Hawai'i Library**

Outcome: Student Success

Example: SAGE (2006-2009)

During the three years of the project, three University of Minnesota doctoral candidates in the Comparative and International Development Education (CIDE) program, department of Educational Policy and Administration have:

- ❖ **served as research assistants worked on the project,**
- ❖ **jointly authored the first research publication with the principal investigators,**
- ❖ **and made numerous presentations at professional association meetings.**

Outcome: Student Success

Example: Maximizing Study Abroad (2002-2006)

*** Three doctoral candidates (two in CIDE and one in Hispanic Linguistics) served as research assistants on the project, co-authored the final reports, and made presentations at professional society meetings. One completed his doctoral dissertation based on the project. One co-authored a journal article with the principal investigators. Another graduate assistant/doctoral student co-authored a book chapter about MAXSA and helped develop the first version of the online course.**

Example: Maximizing Study Abroad (2002-2006)

*** One master's candidate in CIDE served as a research assistant on this project and co-authored the original *Maximizing Study Abroad Guides*.**

Outcome: Knowledge Production and Student Success

Examples:

•Beyond Immediate Impact: Study Abroad for Global Engagement (SAGE) (2006-2009)

Paige, R. M., Fry, G. W., Stallman, E., Jon, J., & Josić, J. (in press). Study abroad for global engagement: The long-term impact of mobility experiences. *Intercultural Education*.

•Georgetown Consortium Project – Intervening in Student Learning Abroad: (2004-2007)

Vande Berg, M., Connor-Linton, J., & Paige, R. M. (in press). The Georgetown Consortium Project: Intervening in student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*.

Vande Berg, M., & Paige, R. M. (in press). The evolution of intercultural competence in U.S. study abroad. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publishing.

Paige, R. M., & Goode, M. L. (in press). Cultural mentoring: International education professionals and the development of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publishing.

Reflections

- ❖ **These Title VI projects, viewed collectively, indicate the importance of both *culture specific* learning (in depth area studies) and *culture general* learning (the development of intercultural skills as well as language and culture learning skills).**
- ❖ **These Title VI activities have informed theory regarding: intercultural development (the IDI validation study) and transformative learning (SAGE, Georgetown, Maximizing Study Abroad, International Cooperative Learning).**

Reflections

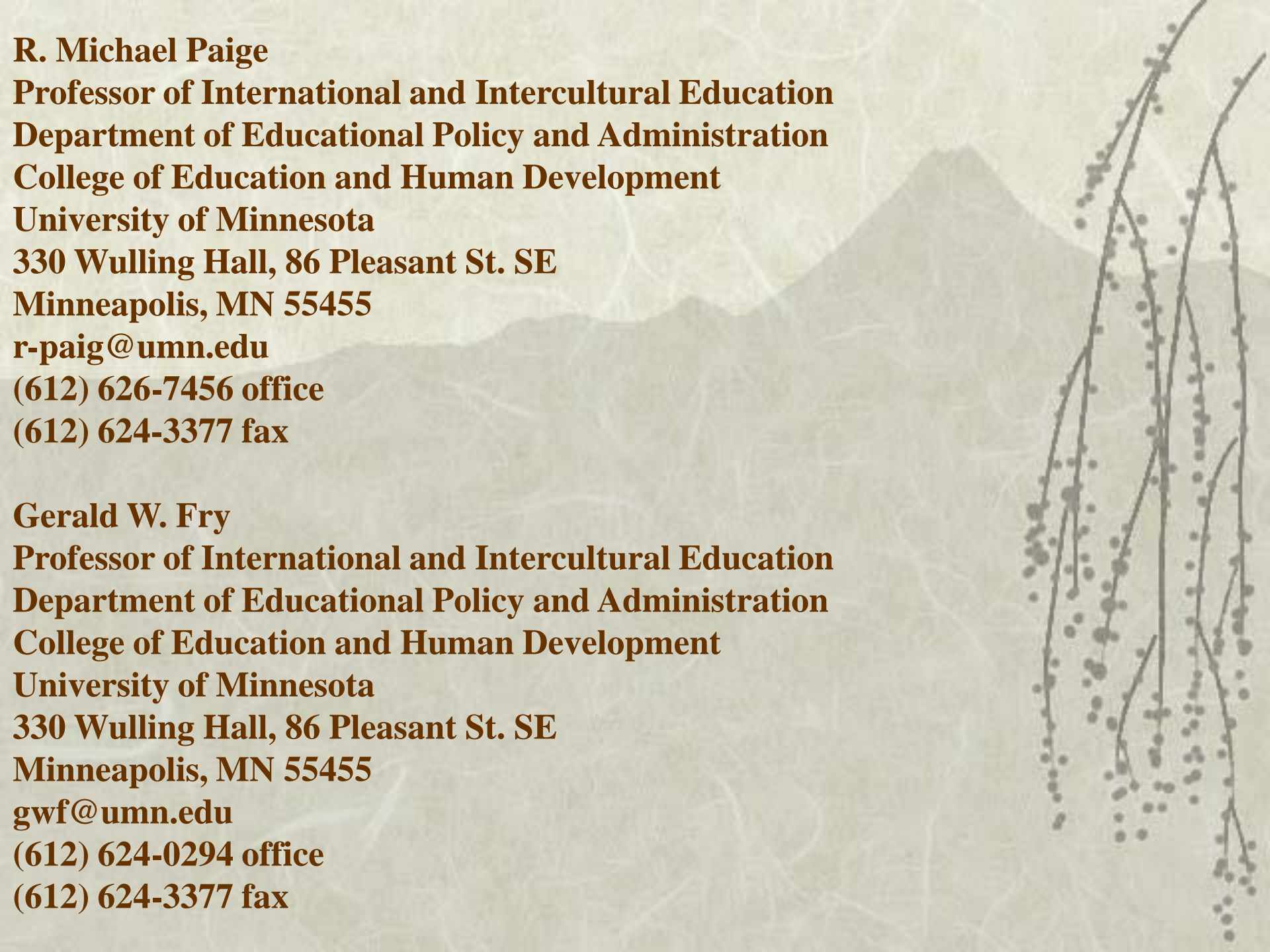
These Title VI projects demonstrate the important intersection of area studies and study abroad:

- ❖ **Curriculum development drives area studies.**
- ❖ **Area studies generates interest in study abroad.**
- ❖ **Study abroad, in turn, stimulates student interest in area studies.**
- ❖ **Both study abroad and area studies foster language and culture learning.**

Reflections

- ❖ **SAGE exemplifies the potential *policy impact* of Title VI sponsored research. Its global engagement findings create empirical support for the Paul Simon Foundation Study Abroad Act, which calls for a vast expansion of study abroad opportunities, destinations, and participation to a million U.S. students abroad annually. The long term purpose of the act is to create a more globally informed and involved American citizenry. SAGE provides strong empirical evidence suggesting that this goal will be realized.**





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