

Literature Review and Resources

Best Practices in Study Abroad Program Assessment and Evaluation Literature Review and Resource Summary

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Research Studies

Dwyer, M. M. (2004). More is better: the impact of study abroad program duration. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10(1), 151-163. doi.org/10.36366/frontiers.v10i1.139

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 it has been long believed that study abroad changes people's lives, little evidence exists to explain what kinds of tangible 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.

Hanada, S., (2019). A quantitative assessment of Japanese students' intercultural competence developed through study abroad programs. *Journal of International Students*, 9(4), 1015–1037.

<https://doi.org/10.32674/jis.v9i4.391>

This study explores the factors of study abroad programs that contribute to cultivating intercultural competence. Through an empirically based quantitative examination of 303 Japanese study abroad students who joined study abroad programs in Canada and the United States, it attempts to gain an understanding of the factors that enhance the development of intercultural competence.

Howard, W., Perrotte, G., Lee, M. & Frisone, J. (2017). A formative case evaluation for the design of an online delivery model providing access to study abroad activities. *Online Learning*, 21(3), 115-134. <https://files.eric.ed.gov/fulltext/EJ1154165.pdf>

Despite the pressure from potential employers and higher education administrators to develop students' global and intercultural competence, traditional study abroad programs simply are not feasible for many postsecondary students (Berdan & Johannes, 2014; Fischer, 2015). The purpose of this study was to evaluate the effectiveness of an online delivery model for study abroad activities. Building upon the findings of an initial exploratory program using Adobe Connect web conferencing tools, this evaluative case study was the second in a series of design based research studies intended to identify effective practices and develop recommendations to further refine the model through an iterative evaluation process.

Johnson, K. M., (2018). Deliberate (mis)representations: A case study of teacher influence on student authenticity and voice in study abroad assessment. *International Journal of Student Voice*, 3(4). <https://ijsv.psu.edu/?article=deliberate-misrepresentations-a-case-study-of-teacher-influence-on-student-authenticity-and-voice-in-study-abroad-assessment>

This article examines teacher influence on the authenticity of students' representations of their learning in a study abroad context. Through presenting a case study of a research project aimed at uncovering what and how students learn in study abroad programs, this article suggests that the representations of learning that students shared with their professors in assignments misrepresented their experiences abroad and the learning that resulted from those experiences.

Kartoshkina, Y., Chieffo, L. & Kang, T. 2013. Using an internally-developed tool to assess intercultural competence in short-term study abroad programs. *International Research and Review: Journal of Phi Beta Delta, Honor Society for International Scholars*, 3(1), 23-39.
<https://files.eric.ed.gov/fulltext/EJ1149926.pdf>

An internally-developed tool was developed to assess the intercultural competence of students taking part in short-term study abroad programs. Four scales were built to assess possible change in students' host culture knowledge, cross-cultural awareness, cross-cultural adaptation, and self-assessed foreign language proficiency. Enrollment in a foreign language as a factor in developing intercultural competence was examined. The results of the pre and post survey as well as future research directions and implications are discussed.

Morimoto, K., (2020). The assessment for the year abroad programme: How to incorporate language, culture, and personal development. In S. Salin,, D. Hall & C. Hampton (Eds). *Perspectives on the year abroad: a selection of papers from YAC2018* (pp. 89-97). Research-publishing.net.
<https://doi.org/10.14705/rpnet.2020.39.1054>.

This article will discuss how a Year Abroad (YA) assessment can incorporate language progress, cultural understanding, and personal development by showcasing the Interim Self-Reflection Evaluation Report (ISER), which was introduced in 2017-2018 as a piece of assessment for YA.

At the end of their first semester, the students were required to write a reflective report on their progress and challenges related to their academic, linguistic, intercultural, and personal development, using both Japanese and English. Keyword analysis of the content revealed what aspects the students primarily focused on. Further qualitative analysis also shed light on their successful endeavours to enhance their confidence, on how they viewed their own weaknesses, and on changes in their self-perception.

Pennings, M. W., Cushing, D. F., Gomez, R., Dyson, C. (2020). Making the intangible, tangible: Assessment design that fosters curiosity, confidence and collaboration during international short-term study tours for Australian students. *Australian Journal of Adult Learning*, 60(1), 113-137.
<https://files.eric.ed.gov/fulltext/EJ1257174.pdf>

In a tertiary academic context, adult students who travel to overseas destinations are generally required to complete conventional assessment tasks such as reflective essays, journals and group presentations that enable tour leaders to determine whether students have gained content knowledge (source anonymised for blind review). Yet, adult students also acquire other skills as they immerse themselves in new environments, often confronting personal challenges when adapting to new places and cultures. These intangible and transferable skills include 'intercultural competence' and 'global perspectives' that can improve their intellectual development.

The authors applied an action research methodology to design, implement, and evaluate assessment items aimed at helping adult students identify intangible personal learning during study tours. The research team designed, pre-tested, and implemented assessment modules to replace the reflective journal assessment to more effectively target intangible learning.

Smith, P. J. & Mrozek, L. J. (2016). Evaluating the application of program outcomes to study abroad experiences. *Honors in Practice Online Archive*. 12, 9-32. <https://digitalcommons.unl.edu/nchchip/249/>

Many programs now offer and support honors semesters abroad or organized, faculty-led summer trips. According to Scott, 66% of honors colleges and 44% of honors programs at four-year institutions support study abroad that includes academic coursework, and many provide financial support to students studying abroad. Given this high level of support, in conjunction with an era of fiscal exigency, examination of the impact and benefits of study abroad is especially important. The purpose of this study is to examine the perceived and documented enrichments to the academic experiences of study abroad students. This type of program assessment should be conducted not just to justify our support for study abroad but also to offer greater opportunities for student growth.

Handbooks

Adams, M., & Bell, L. A., (Eds.). (2016). *Teaching for diversity and social justice*. Routledge. <https://doi.org/10.4324/9781315775852>

For twenty years, *Teaching for Diversity and Social Justice* has been the definitive sourcebook of theoretical foundations, pedagogical and design frameworks, and curricular models for social justice teaching practice. Filled with ready-to-apply activities and discussion questions, this book provides teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms. The revised edition also focuses on providing students the tools needed to apply their learning about these issues.

Bolen, M. C. (Ed.). (2007). A guide to outcomes assessment in education abroad. *The Forum on Education Abroad*. <https://forumea.org/wp-content/uploads/2014/08/Outcomes-Assessment.pdf>

This book has 10 chapters written by different authors or groups focused on the assessment of education abroad programs, specifically research design, basic methods, instruments, areas of study, key decision points and the how and why of outcomes assessment. Beyond such market-driven motivations for documenting learning outcomes, student learning is the *raison d'être* for the entire higher education enterprise, and therefore of study abroad programming as well. Measures of student outcomes for study overseas that assess only student satisfaction with programming—by one estimate, fully 60% of published studies on the topic—can offer only indirect evidence of program effectiveness, leaving designers open to skeptical criticism regarding their value added.

Fantini, A. (2009). Assessing intercultural competence issues and tools. In edited by D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (1st ed., pp. 471-491). Thousand Oaks, Calif: Sage Publications. https://www.ucg.ac.me/skladiste/blog_7764/objava_67219/fajlovi/Interkulturalna%20kompetencija.pdf#page=471

This chapter focuses on assessing intercultural communicative competence, but also more broadly on ensuring quality assessment by relating it directly to explicitly articulated goals

and objectives.

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2015). *Handbook of practical program evaluation*. Jossey Bass. <https://www.wiley.com/en-us/Handbook+of+Practical+Program+Evaluation%2C+4th+Edition-p-9781118893609>

This handbook is divided into four parts. These address evaluation planning and design, data collection, data analysis, and evaluation use. The final chapter discusses challenges and issues in evaluation, including quality control of the evaluation process, selection and training of evaluators, and evaluation standards and ethics.

Reviews

Roy, P., Wandschneider, E., & Steglitz, I. (2014). *Assessing education abroad outcomes: A review of the BEVI, IDI, and GPI*. Michigan State University Office of Study Abroad.

https://educationabroad.isp.msu.edu/files/2914/9486/1612/Assessing_EA_Outcomes_WhitePaper.pdf

There is an increasing need to assess the impact of education abroad experiences on student learning and development and assessment tools to measure language acquisition, cultural knowledge or knowledge of global affairs, personality variables as well as intercultural sensitivity and competence. This review includes suggestions for using the BEVI, IDI, and GPI as well as other tools used in Education Abroad, in different contexts.

The Forum on Education Abroad. (2020). *Leading short-term education abroad programs: Know the standards*. https://forumea.org/wp-content/uploads/2017/03/ST_Program-Leaders_8.5x11_P1.pdf

This guide, based on The Forum on Education Abroad's Standards of Good Practice for Education Abroad, for leaders of short-term programs (8 weeks or less) explains what you should know before you lead a program abroad.

The Forum on Education Abroad. (2018). *State of the field 2017: Forum on education abroad*.

<https://forumea.org/wp-content/uploads/2018/03/ForumEA-State-of-the-Field-18-web-version.pdf>

The 2017 State of the Field Survey is a reference that provides education abroad:

- A reference to assess their own education abroad practices while comparing them with others in the field,
- A tool used for the planning and development of future programs through the analysis of various trends and information as reported,
- A guide in helping to set the agenda for creating necessary resources and providing applicable training for the field of education abroad.

An effective strategy to increase the number of education abroad students is assessment and/or documenting the impact of education abroad to make the case for internationalization.

West, C. (Nov/Dec 2015). Defining learning outcomes for effective assessment. *International Educator*. https://www.nafsa.org/sites/default/files/ektron/files/underscore/ie_novdec15_ea.pdf

Effective design of learning outcomes leads to effective assessment of learning outcomes. Assessment experts argue that the first step is to spend time identifying what is important to the institution in question and then defining key terms in a way that is both clear and measurable. The article lists tools, such as the Beliefs, Events, and Values Inventory (BEVI), Cross-Cultural Adaptability Inventory (CCAI), Intercultural Development Inventory (IDI), Global Competence Aptitude Assessment (GCAA) and others.

Resources

Armstrong, P. (2010). Bloom's taxonomy. *Vanderbilt University Center for Teaching*. Retrieved 15 April 2021 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

In 1956, Benjamin Bloom and collaborators published a framework for categorizing educational goals: Taxonomy of Educational Objectives. Familiarly known as Bloom's Taxonomy, this framework, consisting of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation, has been applied by generations of K-12 teachers and college instructors in their teaching.

Association of Governing Boards of Universities and Colleges. (2020, June 17). *Innovation in higher education case study: Agnes Scott College*.

https://agb.org/wp-content/uploads/2019/01/casestudy_innovation_agnesscott.pdf

How Agnes Scott College launched SUMMIT, an initiative designed to position it as "The Global Women's College," by offering a four-year experience incorporating courses, co-curricular experiences in global learning, study abroad and leadership development to prepare students to lead change in a global society. See also "[Summit Hub](#)."

Better Abroad. (n.d.) *Resource: Guides/assessment tools*. Retrieved 15 April 2021 from

<https://betterabroad.org/resources/resource-guidesassessment-tools/>

Better Abroad is a resource for facilitators of programs abroad that encourages thoughtful program design and reflection. The link above is a section with tools for assessment.

LaFever, M. (2016). Switching from bloom to the medicine wheel: Creating learning outcomes that support Indigenous ways of knowing in post-secondary education. *Intercultural Education*, 27(5), 409-424. <https://doi.org/10.1080/14675986.2016.1240496>

Based on a review of works by Indigenous educators, this paper suggests a four-domain framework for developing course outcome statements that will serve all students, with a focus on better supporting the educational empowerment of Indigenous students.

The Forum on Education Abroad. (2020). *2020 State of the field: How COVID-19 is shaping education abroad* [Infographic].

<https://forumea.org/wp-content/uploads/2020/12/2020-SOF-COVID-response-data.pdf>

Infographic on how COVID-19 is shaping education abroad.

U.S. Department of State and World Learning. (n.d.). *Resources*. IDEAS (Increase and Diversify Education Abroad for U.S. Students)/Capacity Building Program for U.S. Study Abroad. Retrieved 15 April 2021 from <https://www.studyabroadcapacitybuilding.org/resources/>

This is the World Learning website for the IDEAS Program, which includes resources such as templates for institutional agreements, faculty-led program best practices and examples of study abroad surveys for students. Link to the [IDEAS Workshops and Initiatives](#) with recordings and resources from past workshops.