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<tr>
<th>Study</th>
<th>Intervention(s)</th>
<th>Findings</th>
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| University of Minnesota’s Maximizing Study Abroad project (MAXSA) | • One day pre-departure orientation  
• On line course including weekly assigned readings and biweekly reflection papers  
• Student’s Guide material                                                             | • Gain of 4.47 points on the IDI  
• No difference between groups                                                             |
| Georgetown Consortium Research Project     | • 61 different programs over 4 years                                                                                                                                                                           | • IDI gains not statistically significant for students in programs lacking cultural mentoring.  
• Average 1.32 points vs. .07 for the control group  
• Variable most predictive of intercultural development: cultural mentoring as “guided reflection on the students’ cultural experience”  
• Type of accommodation did not make a difference  
• Spending time with host family did increase the results  
• Program duration does not predict intercultural development  
• Pre-departure and on-site arrival orientations showed no relationship with intercultural or language learning |
| The American University Centre of Provence (AUCP) | • Intense cultural immersion: Host families with a pedagogical role, weekly community based activities, weekly conversation exchange  
• 15 week Intercultural communication course during time abroad  
• Cultural mentoring                                                                   | • 2004: Average gain of 36% on the IDI  
• 2009: 11.97 points average gain (One of the largest IDI increases reported)  
• 2009: 57% year program students attaining Acceptance  
• 2 factors for success: Strong cultural immersion and skilful mentoring                                                                 |
| Willamette University-Bellamine University (ITI Model) | • In person pre-departure and re-entry seminars  
• In country online communities with weekly assignments (see INTERVENTIONS section below)                                                                 | • Participants in the instructor-guided version gain average of 8.08 points in the IDI, but only 6.65 points without instructor support  
• Non USA students gained 10.17 points with instructor but only 1.94 without instructor support |
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| **University of Minnesota Duluth** | • Semester course during year abroad including group projects, written assignments, journaling, cultural immersion projects | • Group who took the course and went abroad gained 11.56 points on the IDI  
• Group who went abroad but did not take the course only gained 1.22 points  
• Those who remained at home and did not take the course gained 1.43 points  
• Participants moved from Polarization into Minimization  
• (Findings consistent with AFS') |
| **CIEE**                    | • Online pre departure Orientation  
• Deep immersion experiences in the host culture  
• Regular, structured opportunities for reflection  
• IDI Guided Development | • Pilot semester in 2008 showed students gained on average 4.03 points on the IDI  
• In 2011 showed students gaining 9.0 points on average  
• Authors attribute the increase in intercultural competence primarily to the preparation, training and ongoing coaching of the people teaching the course |
| **Westmont in Mexico Program** | • Three month pre-departure course  
• Semester abroad with cultural seminar  
• Three month re-entry course | • WIM students showed a gain of 14.4 points on the IDI  
• Non-WIM students only gained an average of .7 points |
| **University of the Pacific** | • Pre-departure and Re-entry courses sequenced developmentally | • Students gained an average of 17.46 points on the IDI |

Created by the Education & Intercultural Learning Department of AFS Intercultural Programs from summaries primarily drawn from: Michael Vande Berg, R. Michael Paige, and Kris Lou, eds., Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It (Sterling, VA: Stylus Press, 2012)