

Appendix F: Research studies full descriptions

Study	Intervention(s)	Findings
University of Minnesota's Maximizing Study Abroad project (MAXSA)	<ul style="list-style-type: none"> • One day pre-departure orientation • On line course including weekly assigned readings and biweekly reflection papers • Student's Guide material 	<ul style="list-style-type: none"> • Gain of 4.47 points on the IDI • No difference between groups
Georgetown Consortium Research Project	<ul style="list-style-type: none"> • 61 different programs over 4 years 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • In person pre-departure and re-entry seminars • In country online communities with weekly assignments (see INTERVENTIONS section below) 	<ul style="list-style-type: none"> • 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

Study	Intervention(s)	Findings
University of Minnesota Duluth	<ul style="list-style-type: none"> Semester course during year abroad including group projects, written assignments, journaling, cultural immersion projects 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Online pre departure Orientation Deep immersion experiences in the host culture Regular, structured opportunities for reflection IDI Guided Development 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Three month pre-departure course Semester abroad with cultural seminar Three month re-entry course 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Pre-departure and Re-entry courses sequenced developmentally 	<ul style="list-style-type: none"> Students gained an average of 17.46 points on the IDI

Source: AFS Educational Methodology Review Project: A Study of Declared, Actual & External Educational Practices for our Programs, Summary Report (April 2014), Appendix F, 58-59.

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)

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