

Research into Action

Implication of Student Identity for Education Abroad



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Forum on Education Abroad 2017

Roadmap

Session Framework

Steps for Translating Research → Action

Case Study: Saint Mary's College

Case Study: University of Redlands

Case Study: Agnes Scott College

Micro-Workshop: Action Planning

Concluding Thoughts + Next Steps

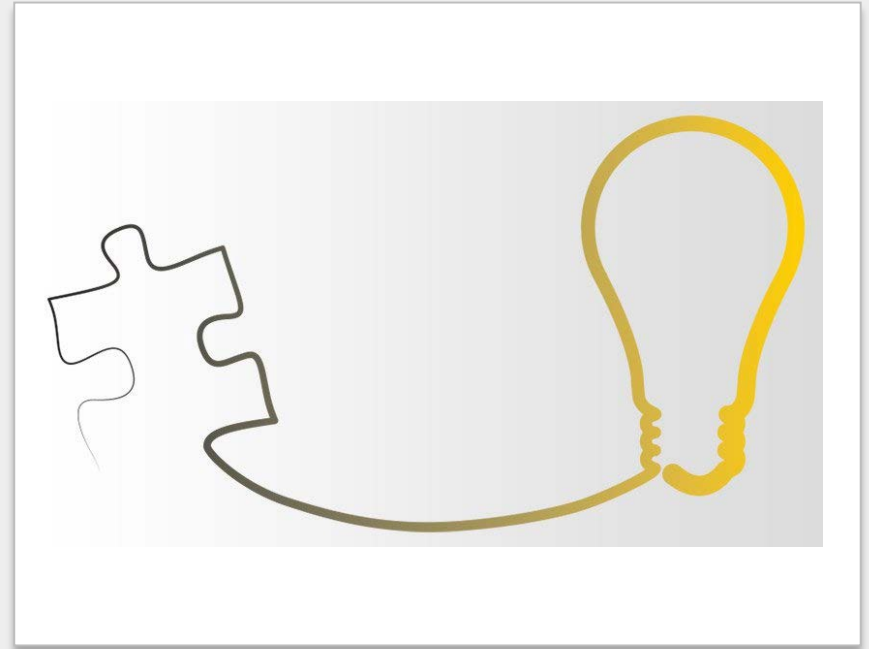
Session Framework

Research in Education Abroad (EA)

+ Benefits

- + Curricular improvement
- + Pre-departure and re-entry
- + Policy
- + Advising
- + Advocacy
- + Accountability/Accreditation
- + Basic Research

+ Challenges



Steps for Translating Research → Action

Practical Steps

- + Articulating Outcomes & Authentic Research Questions
- + Literature Review
- + Conferences (Hi There!)
- + Your own data collection & analysis?
- + Pulling out actionable elements
- + Applying/Tailoring to institutional context



Case Study: Saint Mary's College



Karen Chambers, Ph.D
Associate Professor of Psychology

Aspect of Identity: Ethnicity

Ethnic Identity: reflects the way in which individuals identify themselves in terms of ethnicity and is a critical part of a person's social identity and social behaviors (Feitosa et al. 2016)

“Out-groups” develop EI first, but then dominant group(s)

EI promotes a sense of belonging among under-represented and can serve as a buffering or coping effect when encountering discrimination (Ai et al., 2014)

Brief Overview of Study

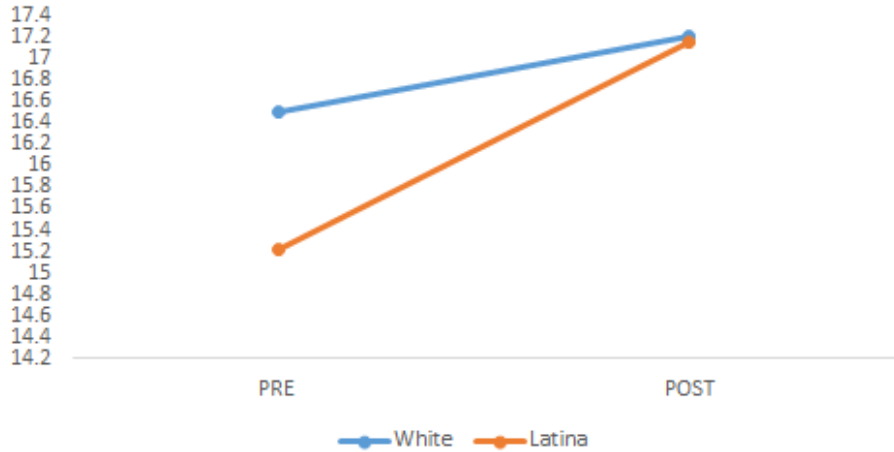
- + Saint Mary's students who studied abroad for a semester or full year (fall '11 - spring '16). Saint Mary's is an all-women's Catholic college with a predominately white student body.
- + Saint Mary's international office employs a multi-method longitudinal assessment procedure. Data is collected the semester prior to studying abroad and within a few months of their return.
- + We will focus here on the American Identity Measure (Meyer-Lee & Evans, 2007).

American Identity Measure (Meyer-Lee & Evans (2007) adapted from Phinney (1992)

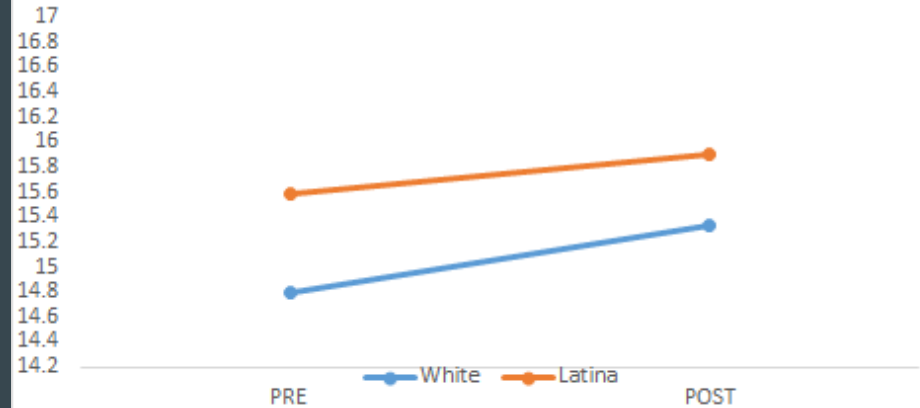
- I think of myself as being American
- Being American plays an important part in my life
- I have a strong sense of being American
- I have spent time trying to find out more about what being Am..
- I have thought about how my life will be affected by being Am..
- I have talked to other people about being American
- I understand pretty well what being American means to me
- I have done things that help me understand my American ...
- I have wondered about the implications of being American
- I feel a strong attachment towards my American nationality

Key Findings

AIM Commitment



AIM Explore



- Latina students experience different acculturation process than white students while abroad.
- Latina students come to identify as American when studying abroad.
- White students don't seem to change their thoughts about their national identity.

How can this inform -

Design - focus on various dimensions of students, pay attention to how they identify themselves

Assessment - multi-method - longitudinal

Pre- and post-departure programs - role of ethnic identity, teaching about acculturation and acculturation stress

Reporting to stakeholders

Case Study: University of Redlands



Susan Goldstein, Ph.D
Professor of Psychology

Aspect of Identity

- Race/ethnicity
- Personality traits
- Intercultural attitudes/competence

Brief Overview of Study

University of Redlands is a private, liberal arts university in Southern California

About 2600 undergraduates, 50% Students of Color

More than 50% of students participate in one of several EA options, including short-term faculty led courses and semester- or year-long exported campus, direct enrollment, or hybrid programs.

Research goal: To identify student characteristics associated with preferred EA immersion level.

First and second year undergraduates who had not studied abroad were surveyed in two studies.

Immersion Measures

- + Study 1 (n=188; 63% female; 38% Students of Color) Respondents indicated preference for one of two program descriptions: exported campus vs. hybrid
- + Study 2 (n=112; 66% female; 47% Students of Color): Participants indicated preferred immersion level on multiple dimensions based on Engle & Engle (2003) including program duration, housing, nationality of classmates, program language requirements, language of instruction, and cultural learning opportunities (Study Abroad Immersion Level Scale; SAILS)

Predictors

Demographic and background variables: Gender, race/ethnicity, first generation status, heritage language

Financial status: Family income, student work hours and contributions to family income

Campus life: Membership in campus organizations, time spent on campus activities, living on campus

Exposure to/expectations of study abroad: International Education Expectations Scale (Goldstein & Kim, 2006), discussion of study abroad with friends and family, attitudes of friends and family about study abroad, number of friends who studied abroad

Personality measures: IPIP Five Factor Model and Adventurousness scales (Johnson, 2014)

Intercultural attitudes/competence: Cultural Intelligence Scale (Ang et al., 2007), Generalized Ethnocentrism Scale (Neuliep & McCroskey, 1997), Interest in Foreign Languages Scale (Hembroff & Rusz, 1993), Personal Report of Intercultural Communication Apprehension (Neuliep & McCroskey, 1997)

Key Findings

Overall, preference for greater EA immersion was predicted by higher scores on measures of:

Exposure to/positive expectations of study abroad

Adventurousness

Cultural Intelligence

Language interest/value

And lower scores on:

Intercultural Communication Apprehension

Generalized Ethnocentrism

FFM Neuroticism

Key Findings

Students of Color (majority Latino/a; as compared with White students)

Were significantly more likely to select a more immersive model (73% vs. 58%).

Scored significantly higher on measures of Cultural Intelligence and Language Interest/value, and lower on the measure of Generalized Ethnocentrism (all predictors of EA participation)

Scored significantly lower on measures of EA exposure (e.g., number of friends who studied abroad, discussions with family, faculty or staff about study abroad)

More likely to be working during the school year, have lower family income, be a first generation student

How can this inform -

Design: Greater campus-wide emphasis on building a culture of language learning and developing intercultural competence.

Assessment: EA program comparisons recognize different baseline levels of intercultural attitudes and competence.

Pre-departure programs: Focus on building intercultural skills and reducing apprehension

Reporting to stakeholders: Outreach (including Spanish language materials), targeted grants and scholarships, Advisor training

Case Study: Agnes Scott College



Janelle S. Peifer, Ph.D
Assistant Professor of Psychology

Aspects of Identity

- + All are first year women.
- + Majority group status (Student of Color or White)
- + Racial/ethnic diversity of social groups
- + Personality traits

Brief Overview of Study

+ Setting

- + Small, private, Southeastern liberal arts college for women
- + Incredibly diverse (15% int'l, 61% students of color, 44% Pell, 20% 1st gen)
- + Global learning and leadership focus (Summit)

+ Population

- + First year student women
- + 179/276 (65%) fully completed

Sample Cultural Characteristics

- + 59% Students of Color - 41% White

 - + 41% White

 - + 31% Black

 - + 8% Asian

 - + 4% Multiracial

 - + 16% identified as another cultural group

- + 92% identified the US as home

- + Languages (21% speak more than one language)

 - + 4% not listed

 - + 75% Monolingual

 - + 20% Bilingual

 - + 1% Trilingual

Brief Overview of Study

+ Procedures

- + Longitudinal design
- + Collected August 2015 (baseline)
- + E-mailed to incoming students - completed before matriculation

Explores associations between:

- + **outcomes** (i.e., cognitive, intrapersonal, and interpersonal domains on GPI)
- + **cultural identity** (i.e., majority group status and international status)
- + **social exposure** (i.e., racial/ethnic and international diversity of friendships)
- + **personality traits** (i.e., extraversion, agreeableness, conscientiousness, neuroticism, intellect/imagination)

Cognitive

KNOWING

“Degree of complexity of one’s view the importance of cultural context in judging what is important to know and value.”

Sample Item: Some people have culture and others do not.

KNOWLEDGE

“Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language.”

Sample Item: I know how to analyze the basic characteristics of culture.

Positively correlate with int’l diversity of friends

Intrapersonal

IDENTITY

“Level of awareness of one’s unique identity, purpose, and meaningful philosophy of life.”

Sample Item: I have a definite purpose in life.

AFFECT

“Level of respect for and acceptance of cultural perspectives different from one’s own and degree of emotional confidence when living in complex situations, which reflects an “emotional intelligence” that is important in one’s processing encounters with other cultures.”

Sample Item: I am sensitive to those who are discriminated against.

*Positive correlation Racial/Ethnicity diversity of friends

Interpersonal

SOCIAL RESPONSIBILITY

“Level of interdependence and social concern for others.”

Sample Item: I work for the rights of others.

* Positive correlated with ethnic/racial diversity of friends

SOCIAL INTERACTION

“Degree of engagements with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings.”

Sample Item: I intentionally involve people from many cultural backgrounds in my life.

* Positively correlated with both

No significant differences by international status.

Outcome	White	Studs. Of Color	ANOVA
Cog. Knowing	M = 3.83, SD = .49	M = 3.63, SD = .50	F(1,165)=6.44, p = .012
Intra. Identity	M = 3.90, SD = .52	M = 4.10, SD = .48	F(1,165)=6.66, p = .011
Inter. Social Intrx.	M = 3.51, SD = .64	M = 3.80, SD = .63	F(1,170)=8.29, p = .005

How can this inform -

Design - focus on social diversity

Assessment - multi-method -
longitudinal - experimental

Pre- and post-departure programs -
role of cultural identity - majority
group status matters

Reporting to stakeholders -
understanding of student identities as
key to understanding who this new
emphasis is attracting

Micro-Workshop: Action Planning

Research in Action Plans

Instructions:

- + Choose a research finding.
- + Hone in on one element.
- + Link it with action at your institution:
 - + What is one thing you can do that is research-informed?

Example:

- + Latinas identified as American outside of the US, but not in the US.
- + How might this inform pre-departure?
- + Shaping pre-departure training to include identity-exploration.

Concluding Thoughts + Next Steps



Questions?

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Many thanks to:

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Measures in More Detail



Personality Traits

Mini-IPIP

ICEAN

20-item, 5-point Likert Scale