

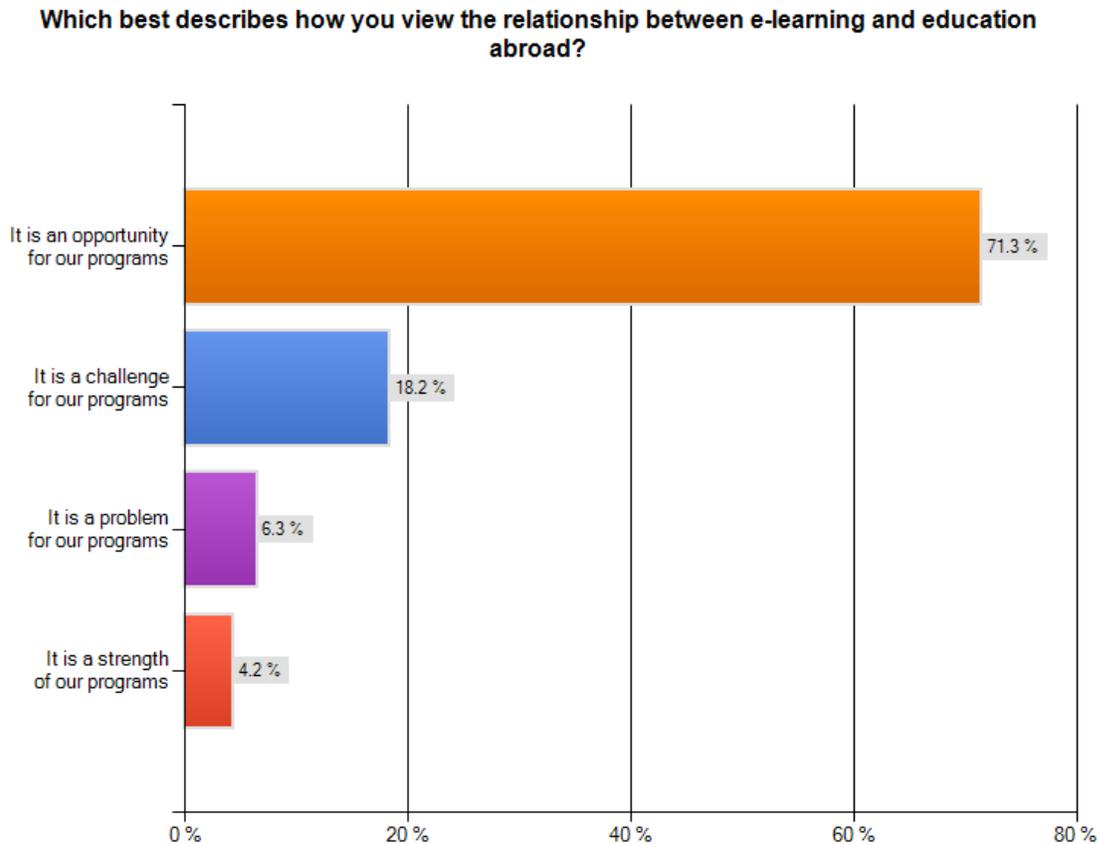
## Survey Results: E-Learning and Education Abroad

The survey was conducted in May, 2013 and was sent to 470 of the Forum's institutional members and program provider organizations. 151 institutions (32%) responded. (All types of Universities = 79; Liberal Arts Colleges = 59; Community Colleges = 7; Education Abroad Program Providers = 6). The survey defined e-learning as the use of electronic media and information and communication technologies in education; e-learning is broadly inclusive of all forms of educational technology in learning and teaching.

### Survey response rates (approximation) broken out by institutional type:

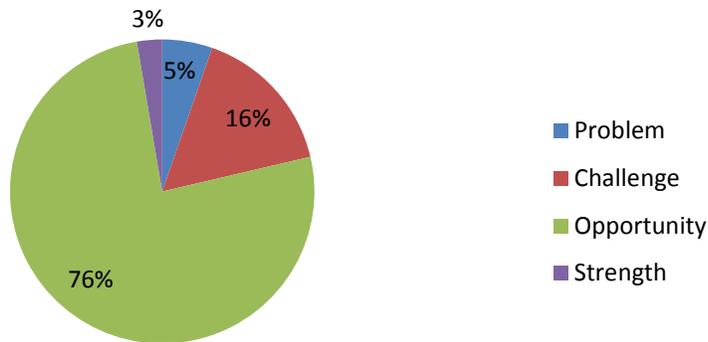
Liberal Arts Colleges = 41% response rate  
Universities = 32% response rate  
Community Colleges = 35%  
Education Abroad Program Providers = 9%

The survey reveals that a majority of institutions view e-learning as an opportunity for education abroad (71%) rather than as a challenge (18%) or problem (6%). Only 4% of institutions report that e-learning is a strength of their education abroad programs.



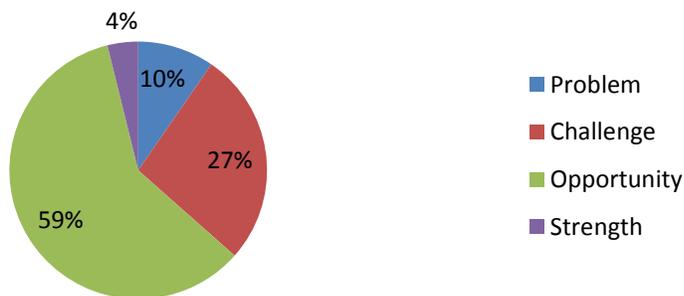
Looking at the data more closely, we see that different types of institutions have varying views on this question. 76% of universities view e-learning as an opportunity; 16% view it as a challenge; 5% view e-learning as a problem, while 3% of universities report that it is a strength of their education abroad programs.

### Universities: Which best describes how you view the relationship between e-learning and education abroad?



In comparison, 59% of liberal arts colleges view e-learning as an opportunity; 27% as a challenge; 10% view it as a problem, and 4% of liberal arts colleges reported that e-learning is a strength of their education abroad programs.

### Liberal Arts Colleges: Which best describes how you view the relationship between e-learning and education abroad?



All 7 of the community colleges that responded to the survey report that they view e-learning as an opportunity while 4 of the 6 provider organizations that responded see e-learning as an opportunity and 2 view it as a challenge.

The survey results show that e-learning is being used by about half of all institutions participating in the survey, with 52% of institutions reporting that they use e-learning in education abroad while 46% do not.

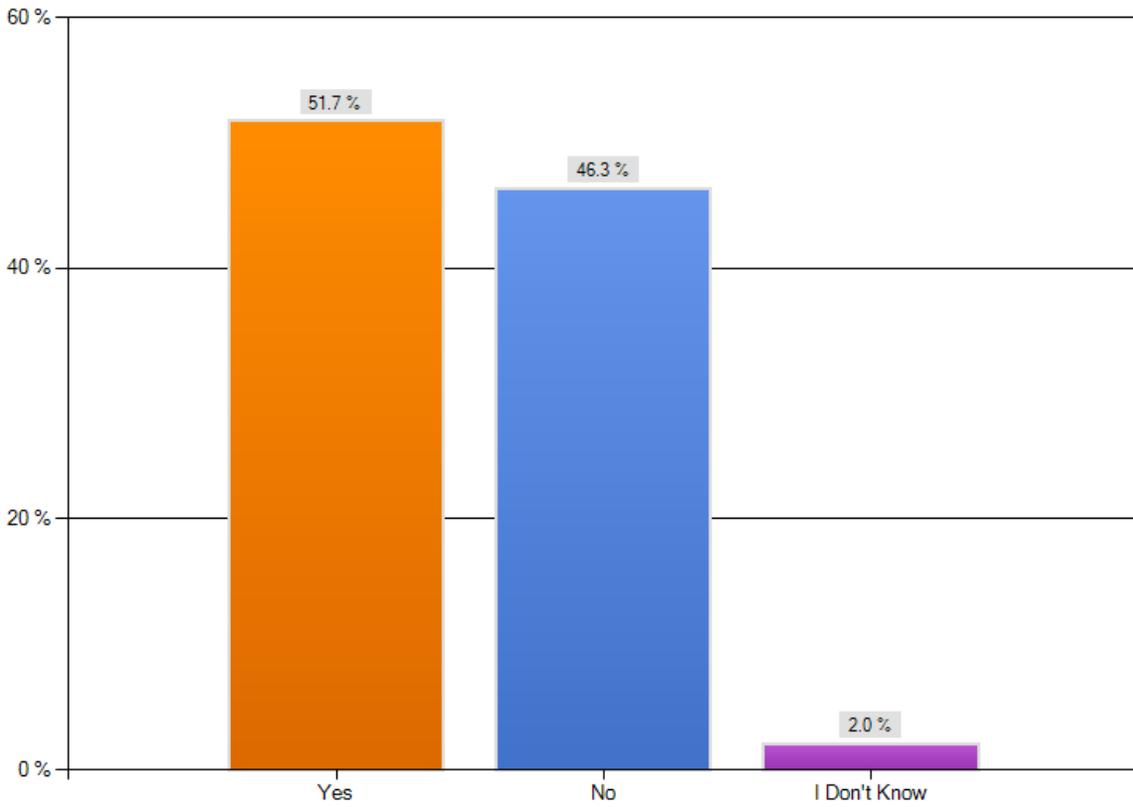
**Q1. Comments: Which best describes how you view the relationship between e-learning and education abroad?**

1. Students already depend heavily on e systems for social media, etc. and many take a course online while abroad. The challenge is that for short term programs they reduce their face time in country and maintain ties at home as if they never left. This is both the challenge and opportunity.
2. and strength of our program.
3. Pre-program orientation and academic work may be facilitated by e-learning.
4. Currently this is largely dependent on individual faculty's willingness and ability to use e-learning platforms. Some projects have demonstrated how e-learning could extend the benefits of one student's experience to other students on campus.
5. It's a challenge in the sense that it provides opportunities that we don't know yet how to harness effectively while also being a challenge in that it has the potential to keep students from engaging 100% in the physical space abroad.
6. Comment regarding question 2 - we just did our first e-learning class this semester and it went well.
7. It MIGHT be an opportunity for certain things, like pre-departure, but for the moment we have no involvement whatsoever, and it surprises me that the survey does not offer another choice for that case!!
8. We don't really incorporate it in to our programs, but I see where it could be an opportunity.
9. None of the above, really.
10. This bus left the station a long time ago. Rather than fight e-learning/social networks, let's find ways of using it to advantage.
11. While e-learning can be useful for directed teachings from the home campus as a small part of the total learning that should take place off-campus, we have some concerns that students are already too connected electronically to their home campuses in non-academic ways and we urge students to try to DISCONNECT while off-campus and take advantage of actual face-to-face communication in their host culture.
12. We are able to keep in contact with our study abroad students while abroad - reminding them of logistics but also reading their blogs, sending them articles, reminding them of the goals they've set prior to their time abroad. We don't use anything too innovative. However, we use technology in other ways internationally (see #4)
13. Not supportive of on line courses
14. It is an opportunity headed towards strength. We have established e-libraries for programs without regular or reliable access to resource materials. We are installing data gathering equipment ( ex. weather station) at some sites to inquiry-based science courses. Moodle is used as an administrative tool. Use of Ipads and Go-pros for documenting, uploading, and sharing.
15. We could be using e-learning a lot more and plan to expand this in the near future.
16. We do not use much e-learning in our programs but it is generally seen as an opportunity rather than a problem.

17. It is an opportunity only if used correctly and does not distract from the immersion aspects of education abroad.
18. My university does not award credit for online education (period).
19. It COULD be an opportunity for our programs ... we have yet to explore.
20. It is also a challenge, and sometimes a problem - as in when a student wants to take an unrelated online course while on a short-term study abroad program.
21. Facilitates learning through pre-field orientation and in-field communication (with parents, remote supervisors, etc.), but can distract/substitute for face-to-face connections in real time.
22. Honestly have no idea how to answer this question.
23. We currently don't use it but I believe that it would be a useful tool.
24. It's a problem because at least some, perhaps many, higher Ed administrators will see this as an opportunity to limit still further the number of students they will willingly allow to study abroad (just as short term and spring break travel has become a panacea to replace semester and year study and yet claim they are an internationalized campus) and yet the actual experience of being overseers and actively engaging another culture cannot be done on-line. This is not to suggest that technology cannot be used effectively in support of study abroad.
25. I've been sharing models of online international education with faculty and encouraging them to utilize both in conjunction with and as alternative to study abroad.
26. It's great as an academic, curricular intervention to promote intercultural learning while abroad. We use the Bosley/Lou ITI Model.
27. It is both an opportunity and a challenge. My main concern is making sure people with disabilities can access e-learning programs and are not excluded because the design isn't accessible to screen readers and other accessibility tools. It's an opportunity for disabled students who may otherwise not have access to education abroad curriculum.
28. We are thinking of adding e-learning for continuing orientation as a part of our education abroad programs.
29. Question #2 below should offer option for "it's in the works", which it is at my institution. But I answered yes as an alternate response, inaccurate though it is.
30. Depends on how it's used - and there are many opportunities and areas where we can further develop!
31. We don't know yet. It just came up as a topic at our Undergraduate Study Abroad Working Group meeting, and we'll be discussing it more this summer. I think the short answer is that we see it as an opportunity in some instances, and a problem in other instances.
32. Can be useful portfolio type of tool and good for sharing articles, chapters, syllabi etc. Not ideal for education abroad if we want students learning from host country faculty.
33. Our institution does not approve of online courses.

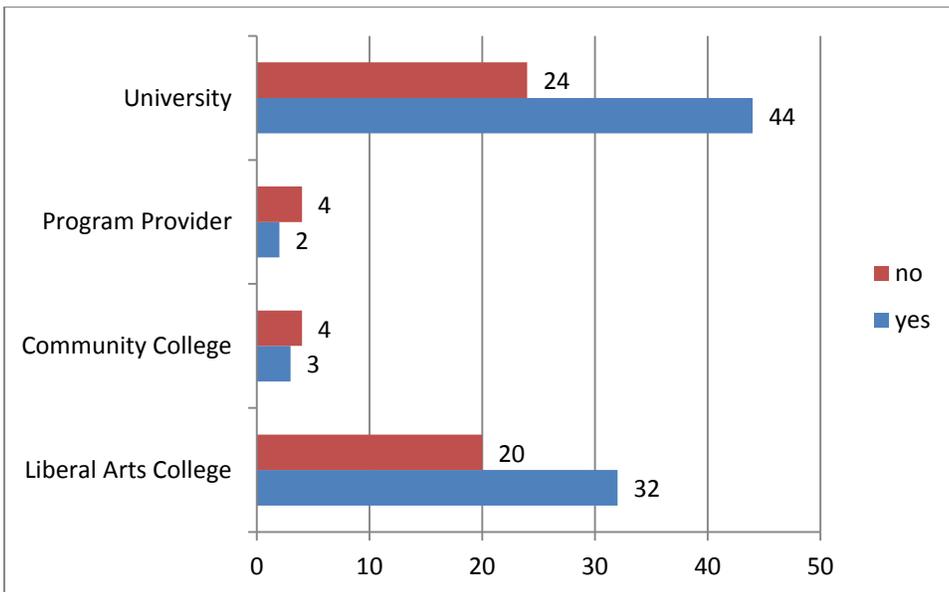
34. Selectively and thoughtfully used, e-learning could be helpful.
35. E-learning comes with two opportunities. First, it enhances our programs by offering supplemental tools to educate our participants as part of their study abroad program - before, during, and after their time abroad. Second, as our online only student population increases, we have a growing population of students to reach and encourage to study abroad.

**Does your institution or organization use e-learning in education abroad?**



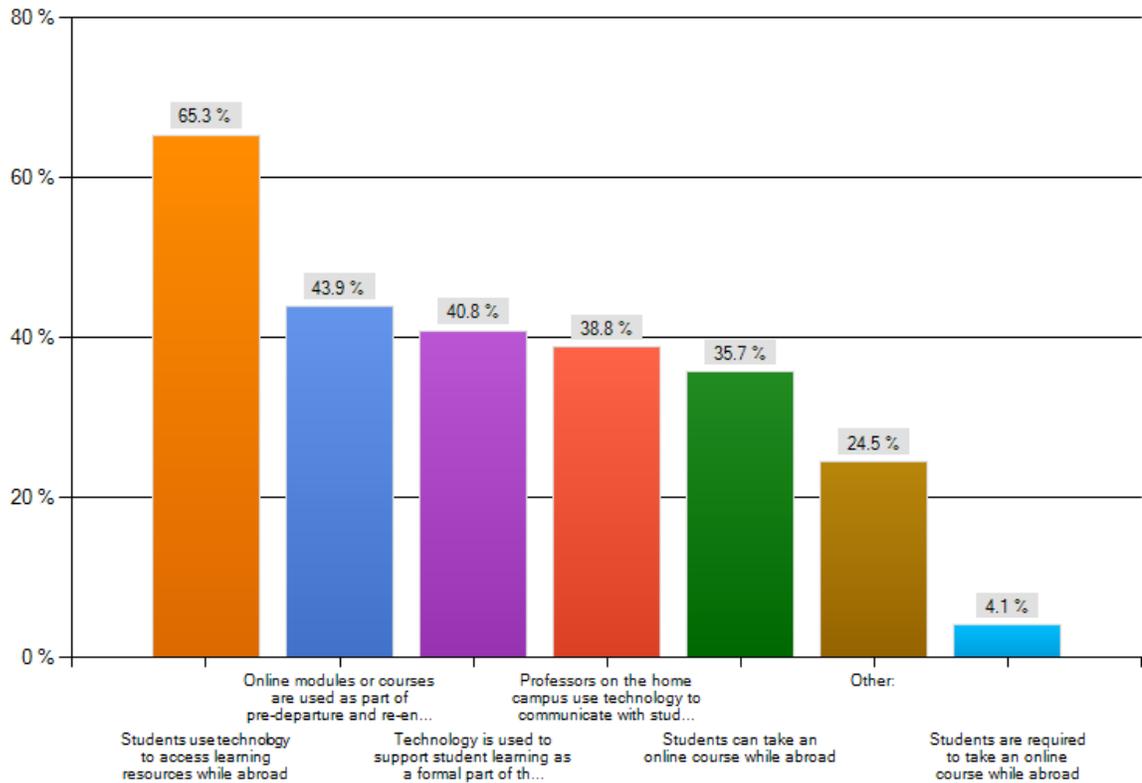
The differences between universities and liberal arts colleges are less dramatic on this question, with the majority of both universities and liberal arts colleges reporting that they are using e-learning in education abroad.

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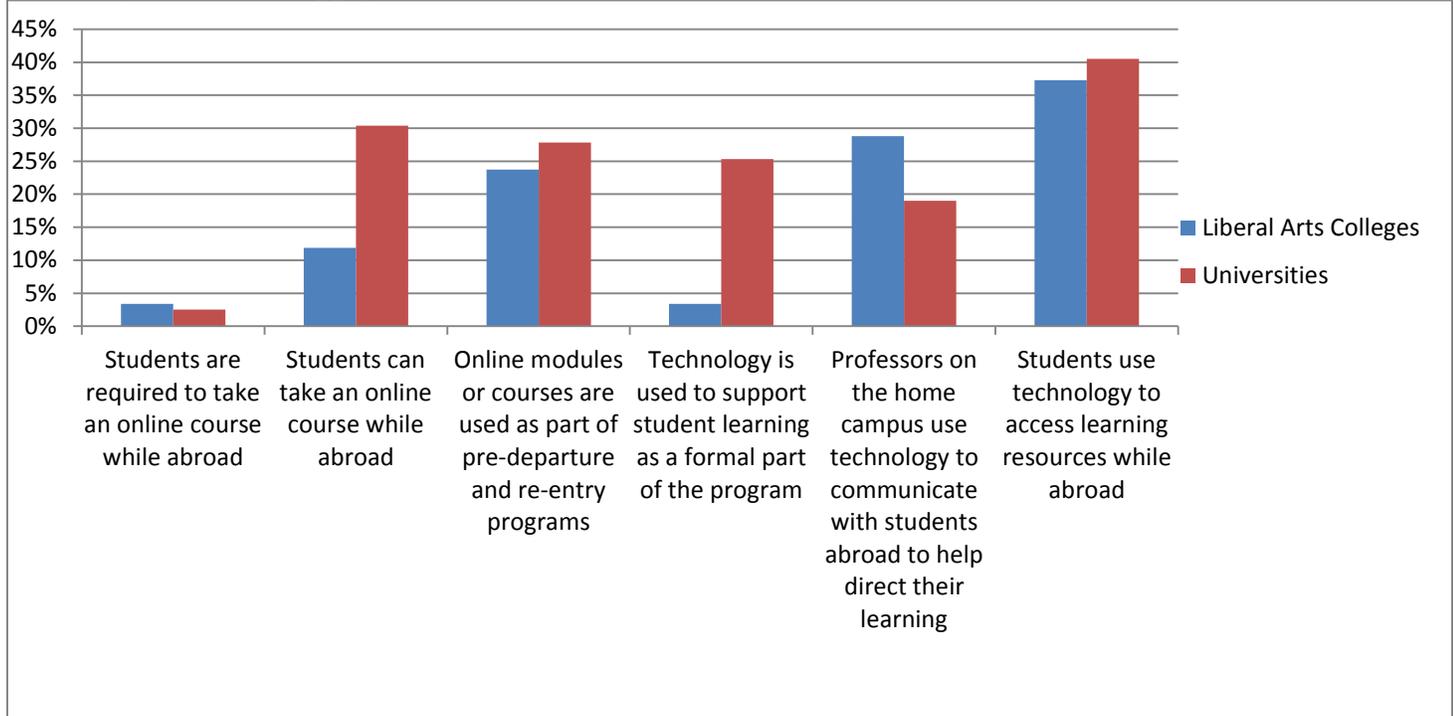


How is e-learning being used? In a number of different ways, with the most popular being students using technology to access learning resources while abroad (65%). This is followed by the practice of using online modules or courses as part of pre-departure and re-entry programs (44%); using technology to support student learning as a formal part of the program (41%); professors on the home campus using technology to communicate with students abroad to help direct their learning (39%); students having the option of taking an online course while abroad (36%); and students being required to take an online course while abroad (4%).

**Which of the following best describes how your institution's students formally use e-learning in education abroad? (check all that apply)**



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**Q3. Comments: Which of the following best describes how your institution's students formally use e-learning in education abroad? (check all that apply)**

1. College Policy states that online courses abroad do not transfer for credit.
2. We are developing online modules for pre-departure programming.
3. We currently do not have any online courses offered, since we pride ourselves on the holistic nature of a residential liberal arts college. Technology such as online or cloud-based storage of information is used on programs abroad to make texts, assignments and other materials accessible to students overseas.
4. Students use electronic processes to guide them through the research and pre-departure process, including instructing them on key issues related to health and safety issues.
5. We're also planning to develop modules for e-learning while the students are abroad.
6. Some of several of the items.
7. We are able to keep in contact with our students while abroad - reminding them of logistics but also reading their blogs, sending them articles, reminding them of the goals they've set prior to their time abroad. We don't use anything too innovative. However, we use technology in other ways internationally (see #4)
8. We plan to do the pre-departure programming online but have not yet.
9. Our use is only in a small number of our programs, it is not widespread.

10. Professors on home campus are occasionally using technology to link their classes "live" with special guest speakers from abroad to enhance learning about certain topics or may connecting their classes with those at partner institutions abroad. It may also help to maintain ties with communities in between programs.
11. Students do use technology to access resources while abroad, but they do so independently and not as part of a structured program.
12. Shared Video-conferencing courses with travel after.
13. The use of e-learning abroad is varied. We have no mandate or strategy to use it. It's currently up to individual faculty.
14. Good list. I'm sure there are other functions, but I can't think of them right now. Here's one: Computer-assisted field research (e.g. email interviewing)
15. Part of a full term program's abroad may include one e-learning course, thus it is required as part of that particular program.
16. Not using it yet. Recent proposals from faculty have included interaction with peers or guest lecturers via video-conference prior to study abroad portion of a course.
17. Intercultural communication course that many study abroad students take has online modules in the course.
18. We are just developing a pre-departure course for our students, to be available on-line for students at participating schools.
19. We anticipate our students being able to use e-learning while abroad. Many details to work out, however.
20. We are looking to development more COIL and other opportunities; not quite there yet though!
21. In development for use Fall 2013: a custom web app, innovation lab/teaching space and media wall in our [international center] which will connect our students on campus in courses with global content, abroad conducting any kinds of projects. Courses have assignments designed around the web-app and intended for presentation on the media wall. International research students present their findings on the global media wall/crossroads. All students abroad (or in local intercultural settings!) can create "dispatches" from their smart phones or tablets (or the web app) that feed through the curated crossroads.
22. Technology CAN be part of the formal learning, it is not required. Some of our program partners use it more than others.
23. Students can take a class online while studying abroad if needed to graduate, but they have to pay for the credits separately.
24. Right now our "technology" to access students primarily is the study abroad coordinator emailing students.

**Q4. Please feel free to share any thoughts on e-learning and education abroad, especially what you consider to be innovative applications.**

1. It should not take away from the experience of being in the host culture. Students can sit in a computer lab or stare at a screen at home.
2. We are trying to do more with this for pre-departure, while abroad, and re-entry.
3. It works when technology abroad can support the technology used at the home campus. Otherwise, it can be challenging where students are not able to access the course while abroad.  
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4. We hope to incorporate on line courses available to our students abroad in the year ahead.
5. Our faculty who teach courses on programs abroad continue to use their moodle site. On occasion we have had a student enroll in an independent study for a course being taught on the home campus. We have not begun to explore ways to use e-learning to enhance intercultural learning. It's always tied to a specific course in a manner similar to courses here on campus.
6. E-learning provides ways for students connect before, during, and after an international experience. It opens up the possibility for students abroad to share with a broader audience what they are learning and doing. E-learning affords greater faculty collaboration and teaching in two different places at the same time or through video feed. It allows for more conversations to be had across countries, cultures, time zones, and disciplines. E-learning needs to be implemented in mindful and constructive ways. E-learning should be used to augment and strengthen work currently being done on-campus. It should be used to add to, build upon, and redesign rather than replace current forms of teaching and learning. The conversation in the news around e-learning is fire and brimstone and I think that needs to change.
7. This will provide students with great flexibility and more opportunities abroad.
8. There is discussion about using e-portfolios to track international and cross-cultural learning
9. This is hard to discuss since the faculty at our institution are dead set against online courses being a part of our curriculum. Blended learning may be something we see in the future, but I doubt that we will ever provide fully electronic or online courses.
10. Technophilia and technophobia are both dangerous pathologies and nowhere more so, in both cases, than in int'l ed. Links to the home campus academic environment can be useful in certain specific ways but should not be seen as an automatic good in themselves. Interculturality is as much about rupture and hiatus as continuity, and this should be kept in mind on this question!
11. Our students at the moment are only engaged in short term study abroad programs, however we do see this as a possibility in our quest to expand out IE offerings.
12. MOOCs with partner universities students and other internationalization of the classroom on-line activities for those that cannot afford to study abroad and as an international exposure to think about. Faculty collaboration opportunities.
13. Sunapsis, iAbroad has been innovative for us in having our students manage the research/pre-departure process. We are a Beta site, so still refining ahead.
14. I've actually proposed a panel at the next CIEE conference on precisely this topic--though no conclusions to offer yet! I do think it's the 'next frontier' in curriculum delivery in education abroad.

15. We are looking into combining online modules into pre-departure, re-entry and while they are abroad.
16. Having an online reflection course that students would take during study abroad, perhaps one credit hour, would very helpful to help students process their experience and get the most out of it!
17. From Roller, 2012 Dissertation: Need for Purposeful Reflection The study abroad research underscores the need for purposeful reflection and intentional curricular integration of intercultural learning outcomes. Without such purposefulness, students likely return without being able to articulate newly acquired transferrable skills (Selby, 2008); experiences abroad lack assessment and processing and are only viewed against the students' own cultural conditioning (Deardorff, 2008); and/or students view their time abroad as fragmented from their holistic undergraduate experience (Hovland and McTighe Musil, et al., 2009). Thus, researchers advocate a theoretical framework of experiential, affective and transformational learning (Savicki, 2008) that stresses strategic and critical thinking, integrated cultural experiences and reflection that aligns learning outcomes with a study abroad experience (Braskamp, Braskamp and Merrill, 2009). Such reflection requires a special curriculum. Experiential learning in study abroad programs has been assumed but has not been designed for the vast majority of traditional study abroad programs. Research indicates that students need to have the opportunity to critically reflect upon and make meaning out of their experiences (Braskamp, et al, 2009; Selby, 2008). Additionally, the experiences need to be related to the greater context of the student's life and the world in which he/she lives and works (Lutterman, Aguilar & Gingerich, 2002). Therefore, an experiential framework is critical for students to turn experiences into learning and growth. This can be achieved through the design and execution of an on-line course run during the duration of a study abroad program.
18. My institution has run its first intercontinental course using live streaming.
19. Am excited about the use of teleconferencing.
20. E-libraries available to students on programs data gathering equipment for use on program and campus.
21. We are just beginning with our first pilot project to use an on-line course for students who are doing experiential learning programs abroad.
22. I believe that there is much potential for using e-learning in education abroad that will enhance programs (in the manner I mentioned above.) While it may allow some students, faculty and staff to gain or supplement international perspectives without actually having to travel, for the most part I think that it will enhance education abroad rather than detract from it.
23. In our organizational structure, continuing and online education, study abroad, and international student support are under one umbrella, all considered "globally focused education". Our online efforts are truly global, bringing students to our campus virtually, connecting with our students abroad virtually, and increasing the global footprint of our faculty in their research and service. E-learning IS global education.
24. I'd love to see more information sharing on this topic and the development of best practices down the line. It is clearly an inevitable part of the future and yet there are some major logistical and pedagogical questions to consider.
25. Probably not very innovative, but we are now requiring students in one 'island' program abroad to participate in online assignments throughout the semester. This was necessary because they were not sufficiently breaking out of the US study abroad bubble at the program so we have to give them work to require more cultural interaction on site - outside of the program itself.
26. We are just beginning to grapple with what this means for us.

27. Working for a provider, we enroll students from hundreds of institutions a year. Our cohorts have "uneven" access to pre- and post-departure resources to prepare for and process their abroad experiences. Large study abroad offices typically have great services but smaller offices don't have the resources to develop them. I have often thought that a consortium like the Forum would be a natural place to work on a "private labeled" online pre- and post-departure resources delivered via e-learning that would be accessible to students from those small schools with fewer resources or small providers. Just a thought and happy to help with this.
28. We have not used e-learning in the past because of the belief that it detracts from the on-site learning. However, attitudes on this may be changing.
29. Team teaching models, virtual "exchange", students coordinating with peers online in team projects with the same course taught at each partner university.
30. I think connecting students to our campus, and our partners to our students before departure, is imperative for institutions to engage with for the quality of our programs.
31. You can also use it to connect the students abroad with international students on the home campus in a common learning community around intercultural development, as the Bosley/Lou ITI Model does.
32. E-learning provides an important supplement to our institutions robust study-away offerings. We are also experimenting currently with using e-learning to leverage course numbers by having a cohort of students abroad while another stays home studying the same material but sharing course lectures and class discussion through Google+ or other virtual classroom resources. In our community, however, the fact remains that e-learning is a learning tool and only in a few cases can replace the value-added experience a student lives and learns in a culture other than their own.
33. I assume we will increasingly be using e-learning in education abroad.
34. Using online, real-time captioning is important for people who are deaf or hard of hearing, or non-native English speakers. Using programs that have accessibility features built in is important. Expect and state explicitly that programs include these features before committing to a platform.
35. E-learning can enhance an education abroad program, but "virtual" education abroad is not an adequate substitute for actually studying in another country and culture.
36. Specialized engineering courses taught at the home campus might permit eng students to study abroad without losing sequential course requirements at home. I'd like to see an anthropology-style course offered to students abroad, elective, that might help them observe and reflect on their experiences while abroad. Of course, the challenge is that one doesn't want to pull students away from their on-site courses or the sundry other activities on site that might help them better "immerse" in the local language and culture.
37. We want to develop an online "maximizing study abroad" type course but don't have the human resources currently to administer it. lots of potential, but technology is a lot of work. . .
38. Not a fan of e-learning while students are abroad. I find it useful as a pre-departure tool but I don't want to encourage students to sit in front of a computer any more than they already do. I have not seen anything innovative in any way that matters, only as fancy bells and whistles that are not necessary,
39. We are just now considering e-learning within the context of an on-line study abroad course. Funds have been made available by our Provost for online education, and we have put in a proposal.

40. An online course paired with a short-term program abroad is an essential part of our program portfolio.
41. Thanks!
42. See above. We are also adapting our study/research abroad proposal process to do projects through the web ap and a collaborative group research project for orientation in the web ap. We have retooled our ASSESSMENT practices to incorporate visual media on the wall/crossroads. Growth in student learning outcomes will be measured using the system.
43. We plan to do more in this area and are exploring options now. We will probably start with pre-departure modules first.
44. I would like all online applications processes, and would also like a hybrid on-campus/during program distance course about study abroad to be put in place to give us access to students before and during the program to enhance learning.
45. Perhaps conversations among students abroad in various countries on themes that cut across cultures could be helpful, esp if directed by a faculty members.
46. I hope students will disconnect from electronics and use primarily local resources for learning and interacting while abroad.